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# The American Teacher

December  
1945

Snowy Scene,  
Tang Dynasty  
painting by Wang  
Wei, from Yu  
Cheng Series —  
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# VICTORY CLOTHING COLLECTION

For Overseas Relief—Jan. 7-31

Conducted by UNITED NATIONAL COLLECTION, INC.

## A GREAT GOOD-WILL PROGRAM

By Christmas approximately 25,000,000 children, men and women in the war-torn countries overseas will have received clothing donated by the American people in the United National Clothing Collection of last spring. But 25,000,000 is only a small percentage of the destitute, homeless, and looted people of Europe, the Philippines, and the Far East.

Devastation and want in those lands are on so vast a scale as to be almost beyond our comprehension. Millions there are inadequately clad for winter weather, for health, and for self-respect. It is estimated that in China alone 200,000,000 people are in desperate need of clothing.

In the bomb-gutted, ruin-strewn lands, peace alone could not bring an end to the war-created shortages in raw material, yard goods, clothing, shoes and bedding. The shipments of clothing that Americans donated were not nearly enough to go around. Yet as these war-sufferers try to rebuild their factories and their lives, they need clothes for courage, protection and survival.

The clothes which were hanging useless in American homes last year and which were gathered together in the nation-wide clothing collection and shipped overseas by UNRRA have made the difference between a hoped for Happy New Year and no new year at all for many millions of our fellow men overseas . . . A coat and a pair of shoes—the difference between despair and renewed faith . . . A baby's blanket—the difference between a Christmas to celebrate and an empty house.

### CONDITION OF CLOTHING

What is needed is used clothing for both winter and summer wear. Although clothing need not be in perfect repair, it must be useful to the people who will receive it. All types of washable garments should be washed before they are given to the Collection, but need not be ironed. Other garments should be clean and sanitary, but need not be dry-cleaned before being contributed.

### WHERE CONTRIBUTED GARMENTS WILL BE SENT

Through the United Nations Relief and Rehabilitation Administration, donated garments will be shipped quickly to the many countries where devastations of war have dislocated civilian supply and civilian economy. Distribution will be world-wide—to the Far East and the Philippines—as well as to war-torn countries of Europe. Garments will be distributed free and without discrimination of any kind.

### 100,000,000 LETTERS WANTED!

★ "During our collection of last spring, it was discovered that many Americans enclosed letters with their contributions. These letters were warmly received and inspired many friendly replies. In the Victory Clothing Collection, the American people will have an opportunity to write 100,000,000 letters to their allies. I am tremendously interested, as I think you will be, in the contribution which this expression of international friendship can bring to the peace of the world."

HENRY J. KAISER, National Chairman.

# The American Teacher

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## President Landis Visits Locals in All Areas

Since September 15 President Joseph F. Landis has had an extremely crowded schedule, for during the last three months he has traveled from one end of the country to the other, visiting as many AFT locals as possible.

Starting with Washington, D.C. and New England, he next went to Toledo, Cleveland, and other Ohio locals, then moved on to the Midwest, where he visited Sioux City and Boone in Iowa, Omaha and Lincoln in Nebraska, St. Joseph and Kansas City in Missouri, Kansas City in Kansas, La Salle and the West Suburban Local in Illinois.

Before visiting the locals on the west coast Mr. Landis made a stop at Pueblo, Colorado. His tour of the Pacific coast states included five locals in Washington—Olympia, Tacoma, Bremerton, Everett, and Seattle—and four in California—Sacramento, Los Angeles, Vallejo, and San Francisco. In both Washington and California he attended the meeting of the state organization of AFT locals.

Swinging back from the Pacific Coast, Mr. Landis visited the local in El Paso, Texas. Next came four of the largest AFT locals in the South: Atlanta, Chattanooga, Birmingham, and Mobile.

Mr. Landis' schedule for December included visits to locals in Detroit and other parts of Michigan, La Crosse and Superior in Wisconsin, Duluth and Hibbing in Minnesota, and Butte and Anaconda in Montana.

When he attends the Executive Council meeting during the last week in December he will be able to make a first-hand report of the activities and interests of a sizable proportion of the AFT locals throughout the country.

## Mark Starr Is Adviser To American Delegation At London Meeting

Mark Starr, former AFT vice-president, and educational director of the ILGWU, was sent to London by the U. S. Department of State as one of ten advisers to the American delegation to the conference which will set up an educational and cultural organization of the United Nations. Mr. Starr was assigned to the commission on membership and general structure of the organization.



## WASHINGTON NEWSLETTER No. 1, 1945-46

This material is condensed from the Washington News Letter prepared by AFT's Washington Representative, Miss Selma Borchardt, on October 29 and sent to all locals shortly thereafter.

### FEDERAL AID

There are no developments, as yet, in regard to the bills to provide federal aid to education, S. 717 and S. 181. Neither bill in its present form will be reported out. However, action may soon be expected, as a sub-committee of seven members from the Committee on Education and Labor has now been appointed to study the bills.

There are, however, a number of developments in the general field of federal aid which are significant:

1. Senator Taft is working on a new formula of need under which only 16 states would get any benefits.

2. The Hospital Construction and Maintenance Bill (S. 191) has been favorably reported to the Senate. This bill bears the name of Senator Hill of Alabama and a number of other members on the Committee. The bill contains many provisions for out-right grants to private institutions and organizations. While in many ways it follows the pattern set in S. 717, it goes far beyond S. 717 in many other ways.

It is significant that this bill would put into effect one of the most important parts of the proposed Wagner-Murray-Dingell Social Security Bill.

### PEACETIME COMPULSORY MILITARY TRAINING

As yet, there has shaped no action furthering the President's recommendations. It is significant to observe that Congress is not rushing into any action on the President's proposals. There seems to be a definite inclination on the part of all worthwhile members to give this subject thorough study and control. Hasty action seems unlikely.

### CHILD CARE SUPPORT

Some headway—though not much—is being made on the bill (S. 1318) to promote child health and welfare services. These services are sorely needed and funds for them should be made available. State machinery for the administration of child welfare needs renovating in many states, and the required federal-state cooperation stipulated in the bill will help effect these changes.

### NURSERY SCHOOLS

Pressing need—and pressing from the public—has made possible the securing of funds to continue the federally aided nursery school for a little while longer. Obviously, a regularized permanently constituted program of federal aid to enable the training in these schools to supplement family home training is definitely needed. We shall continue to work for such legislation.

### SCHOOL LUNCH PROGRAM

The bills in both Senate and House are in exactly the status in which they were reported to be in the Annual Legislative Report. However, the N.A.A.C.P. is seeking to amend the bill, as reported, so that the Negro child will be assured benefits under it.

### FUNDS FOR SCIENCE AND RESEARCH

A number of bills on this subject are being considered by several committees in the Congress. One of the most significant questions to be considered on this subject is the relation of patents to research. It is obvious that governmental regulation and control of the use of patents would affect not only research trends, but the whole structure and trend of social and economic organization, in general.

It is highly probable that extensive funds will be made available for research purposes, under the compromise bill (Magnuson-Kilgore Compromise Bill).

### AFT Fights for Salary Protection

The AFT, backed by the AFL, is the only teachers' organization that has been insisting on including in any federal aid bill a provision that a definite percentage (75%) of the funds be used for teachers' salaries. The AFT is pressing to have this provision included in the federal aid bill now being drafted by the Senate Committee on Education and Labor. It is urging also that Boards of Education be required to maintain at least their 1941 level of expenditures for teachers' salaries before receiving any federal aid.



## G.I. BILL AMENDED

A proposal originally made by the A.F. of T. which later was taken up by others deeply interested in the G.I.'s rights was that every G.I. is entitled to select his training and every G.I. is entitled to training regardless of what his age was when he entered the Service. The Congress of the United States has just adopted an amendment to the G.I. Act removing the stipulation which denied training to any G.I. who was over 25 when he entered the Service. Another great A.F. of T. victory—all G.I.s, regardless of age, are now entitled to educational and training benefits.

The monthly benefits for G.I.s attending schools or other training institutes has been raised, making the offer of training a more realistic offer.

## THE FULL EMPLOYMENT BILL

The Full Employment Bill as it passed the Senate, cut though it was, ruthlessly, *is still* one of the most far-reaching significant bills that has ever passed our Senate. True, we should seek to have it strengthened in the House, but let us not lose sight of the very significant social development that this bill in the form in which it passed the Senate involves.

## Walter Bergman, Former AFT Vice-President, Supervises Education of Children of Displaced Persons in Germany

From a Press Release Issued by UNRRA

**M**ORE than 200,000 children in Displaced Persons Assembly Centers in Germany are now attending school in a full-scale educational program under the supervision of Walter C. Bergman, former AFT vice-president and Detroit educator, who is UNRRA Director of D.P. Education in the United States occupation zone of Germany. The program is one of the major features in UNRRA's rapidly expanding welfare services for the displaced persons and nonrepatriables who will remain in Germany throughout the winter.

Many of the children, whose memories of concentration camp life are still fresh or whose parents were slave laborers only a short time ago, are now getting a first taste of childhood experience. Their instructors are former teachers and educated volunteers recruited among the displaced persons by UNRRA.

The displaced persons themselves, anxious to see their children in school, are enthusiastically cooperating in the program, Mr. Bergman reports. At one camp where there were no teachers at all, the D.P.'s told the UNRRA Team Director of several highly qualified people of their own nationality at a nearby center and requested their transfer. This made another school possible.

The schools range from kindergarten classes through the secondary school level. The Wiesbaden Assembly Center, which has a full-scale high school, even has a gymnasium and a D.P. basketball team. In contrast to modern classrooms with visual aids and advanced teaching

facilities, the schools at the camps are often located in bombed-out buildings without benefit of blackboards, chalk, books, paper, or writing materials.

To obtain needed materials and a steady flow of textbooks and teaching supplies, Mr. Bergman is negotiating with military and other authorities. Arrangements include the printing of thousands of textbooks in several languages at German expense, and provision by the Military Government of ink and coal for the production of paper. At present, Polish books, especially for younger children, are coming from printing firms in France and England. The international YMCA is contributing books originally printed for prisoners of war.

Mr. Bergman was formerly Director of Research with the Detroit Board of Education and Professor of Education at the University of Michigan and Wayne University. Before joining UNRRA, he was Education Officer with Military Government at Karlsruhe, Germany. A veteran of both World Wars, he wears the Army of Occupation ribbon of 1918 and the ETO ribbon with five battle stars for World War II.

### ABOLITION OF THE "MARRIAGE BAR"

In the future no woman shall be disqualified for employment as a teacher in any school [in Britain] maintained from public funds or be dismissed from such employment by reason only of marriage. From the Education Act (1944).

## Secretary-Treasurer's Page

### Over-Crowded Classes and Child Delinquency

Excerpts from AFT Secretary-Treasurer Kuenzli's testimony on Federal Aid Bill S. 717 before the Senate Committee on Labor and Education.

**I**N 1940 the Permanent Committee on Education of the American Federation of Labor, after making a thorough study of the educational needs of the country in relation to national defense, published and sent to all affiliated bodies a five-point educational program. One of the recommendations in this program was that no class in the public schools should have more than 25 pupils. This does not mean an *average* of 25, but that 25 should be the *maximum* number for any class. There are thousands of classes in the public schools of American cities which have an enrollment of 40 or 50, or even more. In a report for the year 1941-42 by the U.S. Office of Education (Circular No. 231), by David T. Blose, Associate Specialist in Educational Statistics, class size is described as ranging from 26.5 to 40.3 pupils per teacher in urban areas, and 15.1 to 36.1 pupils per teacher in rural areas. It should be noted that these figures are not *maxima* but *averages*, and that many classes within these averages would exceed 50 in number. It is also true that in determining such averages the entire staff is included so that principals, supervisors, superintendents, librarians, etc., are included as classroom teachers although they do not really teach in the classroom.

In my travels throughout the United States I have found that classes of 40 to 50, and even more, are very common in the public schools. In educational meetings in many states of the union, classroom teachers have complained of over-sized and over-crowded classes as one of the most serious handicaps in the education of children. In many instances I have talked with classroom teachers who are compelled to teach 40 to 50 little children in the primary grades, where instruction is very difficult and tedious.

Recently I had an opportunity to talk with Mr. Edward Stullken, Principal of the Montefiore School for Problem Children, in Chicago.

To this school are sent children who are such bad discipline cases that they can no longer be retained as members of the regular schools. Mr. Stullken stated that in dealing with these children classes should average around 15 members and in no case should exceed 18. Mr. Stullken also stated that the success of the Montefiore School in dealing with these problem cases is graphic evidence of the need for smaller classes in the public schools in general. Classes in many of the schools are so large that it is impossible for teachers to deal with the two or three—or more—problem children who are present in nearly every class. Mr. Stullken pointed out that the problem of child delinquency could best be solved in the schools by providing (1) smaller classes, (2) more individual services to children, and (3) more specialized services from experts such as psychiatrists, consultants, vocational experts, etc. In discussing the development of the youthful criminal, Mr. Stullken indicated that there are three stages which are so common as to form a general pattern:

1. The child's first offense is dissatisfaction in school, misbehavior in the classroom, and then truancy.
2. Truancy leads to such activities as junking, petty stealing, shoplifting, purse-snatching, jack-rolling, auto-stripping, and auto-stealing.
3. These activities lead to armed robbery, larceny of person, and possibly murder.

These are the steps from the dissatisfied child in the over-crowded classroom to the habitual and hardened criminal. As an important part of the answer to the juvenile crime problem, Mr. Stullken emphasized the importance of having adequate health services and adequate equipment for vocational and trade training. Such equipment, along with smaller classes and individual attention, will tend to eliminate the dissatisfaction and the truancy which constitute the first steps in the making of a criminal.

The Children's Bureau of the U.S. Department of Labor, in a bulletin entitled *Controlling Juvenile Delinquency—A Community Program*, makes the following statement:

Since most juvenile delinquents are of school age, the school occupies a strategic position in the prevention and control of juvenile delinquency.

In their day-by-day contacts with children, school teachers and principals often are able to discover attitudes and behavior that may be the forerunners of delinquency, in addition to serving the fundamental needs of all children by providing them an oppor-

tunity for intellectual growth and a sense of achievement. Unhappiness or poor adjustment in school may contribute to delinquency in childhood or may sow the seeds of difficulties that will appear in adolescence or maturity. The school makes a contribution to the prevention of delinquency when it places emphasis on the child himself rather than on the things taught him, and when it looks on the child's school experience as a part of life itself as well as a preparation for life.

Recently J. Edgar Hoover, Chief of the Federal Bureau of Investigation, stated:

I feel that we can, by determined effort, solve the problem of juvenile delinquency. The prime responsibility, of course, rests with the homes all over the nation. A child's initial lessons in good living are learned from his mother and father.

Parents, however, cannot do the whole job. Our schools, which have young people under their supervision during the formative years, have a heavy responsibility also. Education is not merely a process of filling a student's head with facts and figures; it should develop as far as possible the talents of every child. This is particularly true of misbehaving children. A so-called problem child is usually one with problems of his own that need attention. *Teachers should strive constantly to make education not a matter of mass production, but one of personal and individual treatment.*

Recently I received a letter from Mr. Hoover, stating that the cost of crime in the United States is still estimated at fifteen billion dollars a year. This amount represents approximately five times the cost of all education in the United States

today and more than six times the total cost of public school education. The largest number of arrests during World War II have been in the field of teen-age children. It is an interesting fact that the total amount of federal funds asked for in S. 717 represents only 3.7% of the total cost of crime and delinquency each year. If a program could be effectuated under the provisions in this bill which would result in a reduction of only 10% in the total cost of crime, the saving would amount to nearly three times the total cost of the bill. Definite experimentation, however, has shown that it is possible to reduce the cost of crime by as much as one-third through proper educational and social services in the community. If such a saving could be made throughout the nation, it would be possible to save five billion dollars annually, which represents more than twice the cost of all public education in the United States. Entirely aside from the interest a democracy should have in its children, there is a grave need to explore this whole matter purely from the business standpoint. It is an amazing fact, in view of the statistics mentioned above, that certain organized business groups throughout the nation are advocating larger classes in the public schools as a means of reducing the cost of education.

IRVIN R. KUENZLI

## Progressive Education and the Crowded Classroom

A recent release from Oak Lane Country Day School of Temple University, Philadelphia, is of special interest to AFT members, particularly those in New York, since the release presents the views of the new headmaster of Oak Lane, John H. Niemeyer, formerly a member of AFT Local 616, Rochester, on the subject of progressive education. Mr. Niemeyer is president of the Empire State Federation of Teachers, which is composed of the AFT locals in the state of New York.

The release is as follows:

The best way to learn to do something is by doing it yourself, and it is along these lines that progressive education is patterned today, according to John H. Niemeyer, new headmaster at the Oak Lane Country Day School of Temple University.

Interested in the progressive methods of education since he started teaching, Mr. Niemeyer believes that the essence of good education for chil-

dren in the younger age groups is to promote a friendly relationship between pupils and teacher. There must be, he affirms, a mutual respect, admiration, and affection.

The public, Mr. Niemeyer believes, has a false notion of what progressive education entails. Opponents of the system claim that the teacher is only a guide, that the children do whatever they wish, unobstructed. Such is not the case. Mr. Niemeyer points out that at Oak Lane Country Day School the teachers are guides, as well as leaders. They determine the broad outlines of what is to be studied, and they do exercise a great degree of control.

"The biggest curse of education today is the crowded classroom," he asserts. At Oak Lane, only one class has more than twenty children. That class is the kindergarten, which has an enrollment of 25. This permits the teacher to know each child, and it allows individualized work. Control of the class is based upon personal relationship between pupils and teacher. This doesn't foster egotism and selfishness among the children. It teaches them to respect each other's ability.



# PRICE CONTROL FROM NOW ON

● **By CHESTER BOWLES**  
**Price Administrator**

**A**LTHOUGH some months ago we scored decisive military victories over our Axis enemies, our war against inflation is still only half-won. To defeat inflation completely and finally, we will have to enlist all the intelligence, energy, and determination that the American people can summon up in the months just ahead.

There are, of course, some Americans who are clamoring for elimination of all price controls right away. "Take off price ceilings now," they say, "and let prices find their own levels." This, they contend, will encourage producers to produce all they can, and such production, they maintain, will automatically keep prices from rising to inflationary peaks.

But such drastic action on the part of the Office of Price Administration, a substantial majority of Americans will agree, would spell disaster for our national economy in the difficult transition period from war to civilian production.

Recognizing that America wants a speedy, smooth, and orderly change from a war to a peacetime economy, OPA is now carrying out a forward-looking reconversion pricing policy. This policy aims to help smother the fires of inflation with an avalanche of goods, thus preventing a cycle of inflation—then depression, with all their attendant evils. This policy also is designed to encourage full production, full employment, and full consumption—in short, a high and rising standard of living for the American people as a whole.

## **History Need Not Repeat Itself**

During World War I, the Federal government had few and inadequate controls over prices. But even these limited controls were removed within a few months after the end of the war.

The results of that ineffective price program are clearly shown in the cost of living figures reported by the U. S. Bureau of Labor Statistics. According to BLS, the cost of living index went up about 108 per cent between July 1914 and June 1920, and about two-fifths of this inflation came after the Armistice.

Skyrocketing prices were followed immediately by the most severe economic depression that our country had experienced up to that time. The

decline was marked by falling prices and wages, mass unemployment, business failures, inventory losses, farm and home foreclosures, and widespread hardship.

In and after that war, we went up fast and came down hard. We do not want such an economic catastrophe to happen again. This time let it not be said that "All we learn from history is that we do not learn from history."

Because of stronger and broader controls, under successive price control acts during this war, we have been able to hold prices much more stable than in World War I. In fact, in the seventy-second month after the outbreak of hostilities in Europe, the cost of living rose less than one-third as much in World War II as it did last time.

Furthermore, in World War II, the cost of living went up about 31 percent between August 1939 and August 1945, and slightly less than 4 percent since May 1943, when the President's "hold-the-line" order went into effect.

But now and in the immediate future, we continue to face heavy pressures on prices. The demand for goods is great and the supply of these goods will be limited for a time. Until demand and supply are approximately balanced, there is danger prices will get out of hand. With this situation clearly in view, OPA has developed and is applying what it believes to be a sound and forward-looking reconversion pricing policy.

## **OPA Has a Definite Reconversion Pricing Program**

Soon after the surrender of Japan last August, OPA announced a five-point pricing program for the reconversion months ahead. These points were as follows:

1. *OPA will continue ceiling prices on food.* This is essential because for some months there will still be pressures on food prices. Also because for nearly all American families, food is the largest single group of items making up their total living expenditures.

2. *OPA will tighten ceiling prices on clothing.* Although the end of the war will make it possible to increase civilian supplies of most textiles, supply will not equal demand for some months. For that reason, OPA will follow through on the President's order to hold the line on the prices of low-priced and medium-priced essen-

tial garments.

3. *OPA will set ceiling prices at or near 1942 prices on consumer durables* — automobiles, refrigerators, vacuum cleaners, washing machines, electric irons, radios, heating equipment, and the like. In general, these are the prices at which such durables went out of production during the war. OPA will set ceilings at prices (1) which enable large numbers of consumers to buy these goods, and (2) which enable manufacturers to achieve full production. This program will be administered speedily, flexibly, and equitably.

4. *In the light of the present housing shortage, OPA will firmly hold its controls over rentals on dwellings and will put dollars-and-cents prices on many building materials and construction services.* The former program will continue to prevent inflationary rentals and unfair evictions or forced sales until these controls can be safely removed. The latter will help make it possible for landlords, tenants, and others to build and repair old as well as new dwellings at reasonable prices.

5. *OPA will make its regulations as few, simple, and easy to live with as possible but it will vigorously enforce price, rent, and rationing rules as long as they are on the books.* Unnecessary restrictions will be weeded out. Price controls will be suspended or eliminated, commodity by commodity or commodity group by commodity group, as supply and demand return to a reasonable balance so that inflation no longer threatens. Also, enforcement will be strengthened in order to protect both the public and merchants against unscrupulous black market sellers and buyers.

### **Teachers Have A Special Stake In Price Control**

During the first four years of World War II, teachers and other school officials have found that their salaries lagged seriously behind the increases in their cost of living. Since 1942-43, however, they have been able somewhat to improve their economic position. This has been due on the one hand to upward salary adjustments and on the other to stabilization of their cost of living, particularly since the "hold-the-line" order of May 1943. If we keep prices steady from now on out, teachers, like millions of other Americans who live on relatively-fixed incomes, will find that the buying power of their current salaries and their savings will be guarded against the losses which inflation would bring.

### **Reconversion Pricing Helps Protect School Building Programs**

Because of war requirements, especially since 1941-42, public school systems throughout the nation have been compelled to reduce sharply their expenditures for erection of new school buildings, for repair of existing structures, and for purchase of new equipment. As a result, these school systems have a substantial backlog of building, repair work, and equipment required not only to restore the school plant to its 1939-40 status but also to expand and improve that plant to meet the most essential educational needs of children and young people.

A stable price level of building materials and equipment in the immediate future will obviously be to the advantage of every public school system. It will protect the purchasing power of the funds the system has available for making necessary repairs and replacements and for building and furnishing new school plants. It will guard the community against having to add considerably to its bonded indebtedness and future taxes to cover otherwise inflated costs of erecting and equipping new and necessary school buildings. In short, it will enable authorities in the school system more rapidly and more safely to go ahead with their building plans.

### **Educators Have Aided Price Control**

Recognizing the importance of economic stabilization to all citizens in their communities, teachers throughout the nation have contributed immensely to the success of the price control program. They have helped children, youth, and their parents to understand the basic reasons for and methods of administering ceiling prices and the major responsibilities of businessmen and of consumers with reference to this program. They have served as volunteers on the price, rationing, and community service (information) panels of their own local War Price and Rationing Boards.

In many cities, towns, and farming areas, teachers are staying on these volunteer jobs, to see price control through to the end. In doing so, they together with other citizens are expressing a determination to see that America has a stable, prosperous, and secure economy for all its people—and particularly for its servicemen who are returning to civilian life and for its children and youth who are now in school or college. It is they who deserve the best economic future that our nation can provide.

# Functional Workers' Education in Michigan

By IRVINE KERRISON

Social Studies Department, Northeastern High School, Detroit  
and

Workers' Educational Service, University of Michigan Extension Division

IT IS axiomatic that, in order to create the peoples' peace, we must think and act with the utmost intelligence. Since the "we" refers to this generation of grown-ups, it follows that adult education has a tremendous function to perform. Because labor increasingly represents the common man—locally, nationally, and internationally—it also follows that workers' education attains paramount importance in the world of today.

Labor Secretary Lewis B. Schwellenbach, in his Labor Day message, recognized the key role of workers' education and urged the labor movement to go "all-out" on an educational program for workers. Michigan had already anticipated and complied with his suggestion. Both professional educators and union officials in that state had resolved to work out and develop a really functional workers' education program—learning for workers planned to meet everyday needs and stated in everyday terms.

Two experimental programs in functional workers' education are at present in operation in Michigan. One is a year-round project under the direction of Workers' Educational Service, University of Michigan Extension Division; the other is an annual summer institute conducted under the auspices of the Michigan State CIO Council. This writer has the good fortune to work with both undertakings.

## WORKERS' EDUCATIONAL SERVICE

Workers' Educational Service developed out of several conferences and institutes held in co-operation with the Michigan State CIO Council and the Michigan Federation of Labor during the period from 1940 to 1944, and an extensive study of the workers' education program in Great Britain undertaken by Dr. Alexander G. Ruthven, President of the University of Michigan.

Because of these preliminary investigations, when the 1944 Michigan Legislature authorized an Adult Education Experimental Program with a total allocation of \$250,000, both the university and labor were prepared to institute education for workers. From the total grant, the University of Michigan was assigned \$25,000

to establish Workers' Educational Service within its Extension Division. Arthur A. Elder, member of the Detroit Public Schools Staff and Vice-President of the American Federation of Teachers, was named director of the new service.

An advisory committee composed of two representatives each from the public and the University of Michigan, and one each from the Michigan State CIO and the Michigan Federation of Labor was set up to coordinate the program.

From the beginning, Workers' Educational Service worked to provide the kind of program asked for by workers; it did not set up a program arbitrarily considered good for them. The director and other staff members constantly confer with state and local union officers, educational directors, and chairmen and members of union educational committees, as well as with the advisory committee of the service, "to develop educational services that will aid workers in becoming better citizens and more effective members of their group." As a result of this type of planning, a wide variety of services has been provided throughout the state.

"Spot" programs (talks for any allotted time on any requested subject), organized as the educational features of regular local union, AFL Central Labor Body, or CIO Industrial Union Council meetings, are one popular feature of the Workers' Educational Service program. Often these discussion groups are run in a series of six to eight sessions; topics include history of the labor movement, problems before Congress or the state legislature, effect of tax plans on workers' income and purchasing power, seniority, union administration, wage and hour controls, consumer economics, social security, unemployment compensation, and workmen's compensation. Such discussions frequently are accompanied by a movie or strip-film. They are tailored to time limitations set by the union group and are prepared on any topic in which the union group may be interested.

Formal classes covering such topics as collective bargaining, time study, state labor legisla-



tion, federal labor legislation, public speaking and parliamentary procedure, labor journalism, labor history, union administration, labor recreation and dramatics, social beliefs, and publicity workshop are given both at the Rackham Memorial Building in Detroit and at local union halls.

On topics of interest to workers, such as social security, problems before lawmakers, international organization, collective bargaining, and many others, the service prepares and circulates attractive short summary outlines which are excellent as bases for discussions and which are valuable for the information they give.

Local union groups have been given help in planning educational meetings, obtaining speakers, and utilizing other resources. Several conferences bringing together representatives of management and labor with government and other experts to discuss a wide variety of problems of common concern have been arranged. Public forums for the discussion of matters of state and national policy have been successfully organized.

Some services have been offered on a community basis. Radio programs have been broadcast; film forums have been conducted. Certain classes, in some cases sponsored by local unions, have been opened to white-collar, small business, and professional groups within a community; as a consequence, understanding between such groups has been increased.

One special feature of the program has been work with Mexican-Americans and Mexicans brought to Michigan under the wartime treaty with Mexico which provided the United States with railroad maintenance and agricultural workers. Some classes have been conducted in Spanish, classes in English have been organized, and the workers have been aided in securing utilization of community resources. A bulletin in Spanish, covering items of interest to non-English-speaking Mexicans in the camps as well as material of a purely educational nature, has been prepared and circulated.

During the summer of 1945, Workers' Educational Service cooperated with the UAW-CIO in offering a one-week summer institute on the campus at Ann Arbor. Staff members participated as consultants, as workshop leaders, as instructors, and as speakers.

In a number of communities, local programs developed in conjunction with AFL Central Labor Bodies have spread out into local unions. In Marquette, for example, classes and discussion groups now are established in five locals, and have been extended into the neighboring cities of Negaunee and Ishpeming.

A unique accomplishment in Marquette was the beginning of publication last spring of a carpenters' local newspaper, the idea for which had grown out of a class in labor journalism. This paper now circulates not only within the local union, but also in other locals and throughout the community.

The Workers' Educational Service program in Marquette also has aroused considerable interest in film forums and discussion groups dealing with problems of general interest within the community as well as with purely labor problems.

Recently, Workers' Educational Service has embarked on a program of strip-film preparation. Two such films already have been completed—one on unemployment compensation, the other on the Mexican workers' program.

The strip on unemployment compensation had its beginnings in the strip-film workshop group conducted at the 1945 CIO Summer Institute. Final touches were applied by members of the Workers' Educational Service staff in Detroit.

The strip on the Mexican program treats rather fully the entire program set up for such workers, and illustrates the conditions under which the Mexicans were brought to Michigan and under which many of them lived and worked.

Other strip-film scripts are now in preparation.

Beginning late in December, radio station WKAR, Lansing, will carry a weekly program written and produced by Workers' Educational Service. The first series will deal with the history of organized labor, contributions of the labor movement to society, and current labor problems.

Workers' Educational Service will also cooperate in the preparation of both AFL and CIO radio broadcasts in the state of Michigan.

In some areas of the state, union members are spread rather thin. In these places it has been found that several locals are willing to sponsor jointly a class or a discussion series. Where, as is often the case, no centrally located local union hall is available, the groups have been able to secure school buildings for meetings.

One result of the use of public buildings has been the generation of community interest in the Workers' Educational Service program. Flat Rock provides a good example. In that town, what started out to be a class in public speaking and parliamentary procedure sponsored by a small UAW-CIO local at the high school grew into a real community enterprise. Several bank clerks, the chairman of the local Red Cross chapter, some women's club presidents, and one or two small businessmen came into the class. One of the businessmen remarked to the instructor, at the close of the class, that getting out with labor people had changed his outlook on labor unions and labor problems considerably.

By September 1, 1945, Workers' Educational Service had cooperated in establishing or organizing 273 discussion groups, 378 conferences, 107 lectures, 227 classes, 30 film forums, 2 summer institutes; the total number of individuals participating in the various activities exceeded 30,000.

While the program is financed so far largely through a state grant, local union treasuries have been paying for discussion groups, "spot" programs, and classes on a flat rate basis. The rate is \$20 for six sessions and \$30 for eight sessions.

In addition to the director, the staff is composed of five members on a full-time basis, and thirty-five people on a part-time basis. For the most part, staff members have had wide teaching experience, but professional and union people—regardless of educational background—have been used in situations where they had a particular contribution to make. This use of the right people in the right place, without regard to red tape and arbitrary qualifications, to a large extent is what has made the program truly functional and actually useful to the average trade unionist. He is demanding more of the same.

The average worker likes and appreciates Workers' Educational Service because it tries to give him the kind of instruction that will help him solve his own union problems. He finds that out almost as soon as he comes into contact with it; and his union's educational leaders confirm his judgment.

Joseph Kowalski, Director of the Michigan CIO Summer Institute, on which Workers' Educational Service cooperated this past summer, attributed much of the success of his school to

Workers' Educational Service staff members who were assigned to assist him.

## MICHIGAN CIO SUMMER INSTITUTE

This Michigan CIO Summer Institute, which early in September completed its second successful year, is held for four weeks annually at Camp Chief Noonday near Hastings, Michigan.

All methods used at the summer school emphasize student participation rather than teacher domination. All methods used at the summer school tie up theory with practice. In the morning, students meet with instructors to get information and methods of utilizing that information. In the afternoon, in workshops, they attempt to work out the problems raised during the morning sessions. Evening meetings are given over to talks by visiting specialists, to the showing of movies and strip-films, and to organized and free recreation. Each evening is capped by an informal "bull session" in which visiting experts take part. Topics for discussion are chosen by the students; as a result, talk usually goes on into the early hours.

Each week of the institute is devoted to one general field. CIO local unions throughout Michigan send delegates for specific training; rank-and-file union members willing to pay their own expenses also are in attendance. Some people come for one week; others remain the entire four. This summer total enrollment passed the five hundred mark.

In the 1945 institute, first-week students had a choice of union counselling or labor journalism; those in attendance the second week took educational leadership. The third-week group spent its time on collective bargaining; fourth-week people concerned themselves with union administration and labor political action.

The warm reception accorded the Workers' Educational Service program by average workers in the state of Michigan confirms the soundness of Labor Secretary Schwollenbach's statement urging labor to expand its educational program. America lags far behind Britain and Scandinavia when it comes to workers' education. But current interest and activity in workers' education among unions and representative universities indicate some progress in this country that augurs well for the future.

# The Human Relations Front

By LAYLE LANE, Chairman of the AFT Committee on Cultural Minorities

*"Give us a peace accepting every challenge—  
The challenge of the poor, the black, of all denied,  
The challenge of the vast colonial world  
That long has had so little justice by its side."*

LANGSTON HUGHES—*Give Us Our Peace*

## DEBITS

The refusal of the U.S. Supreme Court to review a lower court decision upholding pay differentials between white and Negro teachers in Miami and Dade County, Fla., means a reversal of its ruling a few years ago in the Alston case of Norfolk, Va., where the Court denied the right of the school board to maintain inequality in salary on the basis of race.

In the Florida case the salaries for 3 years and 10 years of service are respectively:

White	Negro
\$1,320	\$960
\$1,740	\$1,080-\$1,260

Judge Holland of the lower court admitted a pay differential but said it "resulted from the exercise of judgment and discretion in evaluating the worth and effectiveness of the respective groups."

\* \* \*

A young Jewish high school boy was beaten up by a group of Negro boys simply because he was walking through their block. He had not molested them in any way and gave them no occasion for such an attack. This happened in New York City, where the irony of one minority attacking another is all the sharper. The Jewish lad feels no bitterness and is opposed to bringing the police into the situation, for "they would only beat up the colored boys. This wouldn't solve the problem at all," was his mature comment.

\* \* \*

Living conditions of Mexican railroad workers brought to this country during the war are so bad that the Senate Committee on Education and Labor has been asked by the Workers Defense League to investigate. These workers have been poorly housed and fed, and have received deficient medical care for which they were steeply overcharged.

\* \* \*

The mayor of Reform, Ala., threatened drastic action against union organizers, in the hearing following the arrest of Hayes McCrary, local president of the Southern Tenant Farmers Union. The mayor stated that he was "not going to permit a union to operate in or near Reform and that someone would be found dead if it was not broken up at once." The chief of police stated "the union is going to be disbanded if I have to take the law into my own hands and do the job myself."

\* \* \*

From San Diego, Calif., comes a report of an attack by incendiaries against a nursery operated by Japanese-Americans. "A nursery operated by Usahiro Ito and his family was destroyed by fire on Oct. 24. Two autos and all household and personal effects of the family were also destroyed." This was the second attempt; the first unsuccessful effort was made three weeks previously. The sheriff declared that "he had no evidence to prove suspicions of incendiarism."

## CREDITS

The activities of the Committee of Catholics for Human Rights has channeled the thinking and action of many Catholics to help "eliminate racial and religious bigotry." Formed in 1944, the Committee has a distinguished board of directors including Senator Murray of Montana, George Meany of the AFL, and Justice Frank Murphy. Dr. Emmanuel Chapman, of Hunter College, N. Y., is the director.

Its existence, according to an editorial in its paper, *Voice for Human Rights*, "was prompted in the minds and hearts of its members by the Catholic Church's teaching of civic fellowship and its unequivocal condemnation of the sin of race hatred."

\* \* \*

From York, S. C., comes the dispatch from Stanley N. Reeves, city superintendent of schools, that effective for the school year 1945, "all teachers will be paid salaries in accordance with ratings attained under the state's new re-certification plan, and not in accordance with race."

\* \* \*

On Nov. 8 the Home Missions Council of North America held a conference in New York on the Japanese-American problem. The program consisted of three panel discussions, the subjects and leaders of which were as follows:

1. "Conditions on the Pacific Coast"—Mrs. Ruth Kingman, executive secretary of the Pacific Coast Committee on American Principles and Fair Play.
2. "The Concern of the Nisei GIs"—Captain Taro Suzuki, 442nd Combat Team.
3. "Unsolved Problems of Japanese-Americans—Legal Problems, Community Adjustment Problems"—Joe Masaoka, JACL.

\* \* \*

The Trenton Board of Education has announced that there will no longer be a segregated junior high school for Negroes in Trenton. The new Lincoln Junior High School has been renamed Junior High School No. 5. It is also announced that transfers of teachers to other schools are taking place and full utilization is expected by Sept. 1946.

\* \* \*

Negro teachers were employed for the first time by the following cities, beginning Sept. 1945: White Plains, N. Y.; Kalamazoo, Mich.; Portland, Ore.

\* \* \*

The Secretary of State, James Byrnes, appointed Dr. Ralph Bunche, on leave from Howard University to work for the State Department, a member of the three-man Caribbean Commission.



# Our Friends in the Netherlands Report on the War Years and Liberation

This report was sent to the American Federation of Teachers by L. F. Kleiterp, president of the Nederlandsch Onderwijzers Genootschap, organization of the teachers of the Netherlands.

## I. SEPTEMBER 1939-MAY 10, 1940

In August 1939 we, the Nederlandsch Onderwijzers Genootschap, held our yearly congress in the Hague, shortly after the congress of the F.I.A.I. [International Federation of Teachers Associations], which was held in Paris in July. Soon afterwards, in September, the war which we had expected and dreaded broke out. France and England called a halt to the Germans' continuous thirst for usurpation. Though we in Holland were not at once militarily implicated in the conflict, we knew that there would be only a stay of execution. The treacherous system of murder had revealed itself only too clearly.

Our government could but assume an attitude of neutrality. We could, however, hardly conceal in our paper, *Het Schoolblad*, which side had our sympathy and how ardently we hoped that in this war, too, democracy and righteousness would be victorious. In the meantime our cares were many. The mobilization of our army, the insufficient equipment of our educational institutions, the low salaries of young teachers, and so many other things held our interest. After the occupation of Denmark and Norway every child in Holland understood that we too would be dragged into this war. In this period we still could keep abreast of what our colleagues in Western Europe were doing through the newspapers we still received from France, England, Belgium, Luxemburg, Switzerland, and Sweden.

## II. MAY 1940-JULY 1942

Soon after the armistice, in the autumn of 1940, the Germans had instituted their civil government in this country, and we, the Ned Ond. Gen., had to face the question whether we were willing to give our support to what the usurpers called "the new order." The Germans wanted, in this country too, to institute a trade-union system on a totalitarian basis, and we had the choice either to accept or to decline their proposals. Of course we refused to give up our freedom. Though we had expected to be punished for this by confiscation of our funds and other property, yet they did not obstruct us for

some time. Every week we encouraged our members through our paper and succeeded in keeping the good Netherlands spirit awake. Though we had many troubles with the Dutch Nazis and collaborators, we could, however, keep them at bay. In order to obtain a firmer footing for our resistance we linked up with the religious teachers' organization to form one large group, which continued after the war and proved its utility during the occupation.

In the course of 1941 we had to thwart another attempt of the Germans and their collaborating Dutch satellites when they tried to compel us to join the organization of teachers controlled by the Nazis. This time too we refused emphatically. And yet our end had not yet come. Apparently they shrank from annihilating a good Dutch society a hundred years old; perhaps the oppressors to some extent still took into account the public opinion in this country. They had not yet given up the illusion that they might be able to influence this opinion to their advantage.

On February 6, 1942 we, the Ned. Ond. Gen., celebrated our centenary. Circumstances were not exactly brilliant when it was celebrated. Yet we did not want to forego an unobtrusive commemoration, especially because we wanted to say in clear words that on no account were we willing to renounce our good Dutch standpoint and that we would never collaborate with the aims of the occupying power and their accomplices. Well, our commemorative speech left nothing to be desired as to its clearness. It was my swan song as president of the N.O.G. Very soon afterward the Germans thought fit to interfere.

In March 1942 our Society was put under the control of a Nazi administrator. Against this measure taken by the Germans we protested for some months. This time, however, the enemy stood to his guns: the attorney, a notorious National-Socialist, Van Genechten, kept the whip hand. The only course left open to us under these circumstances was to resign our offices. And so we did, advising our members to cancel their membership, as almost everybody did. The

Nazi plenipotentiary dissolved our organization and added our funds and other property to those of a newly established national socialist teachers' organization. An end had been put to the existence of the "Nederlandsch Onderwijzers Genootschap."

### III. JULY 1942-MAY 1945

The dissolution of the N.O.G. was, however, only theoretical. In practice we quietly continued, although illegally. Everywhere in this country we held meetings with the principal functionaries of the organization. We kept on advising our members. In order to defray the necessary expenses our faithful members collected contributions. In short, business was carried on. The spiritual and actual resistance against the enemy now indeed became even stronger than before. Of course we had severe difficulties to face. Everything had to be done on the sly and every time we ran the risk of being discovered. The Teutonic terror became more and more vehement. The more war developed to the detriment of the Germans the more nervous they grew and the more drastic their retaliating measures became. Especially the last winter, that of 1944-1945, was a very heavy ordeal. Hunger, cold and darkness, however, could not keep us from doing what our national duty demanded. One day—that we knew for certain, now—the dawn of freedom would bring a new day, and then we should be liberated from the inhuman terror of the Germans. The Dutch teacher stood firm! In and outside school he contributed his share in the struggle against the German propaganda methods. Thus National Socialism hardly got a hold on our youth. And at last . . . the end of our ordeal came. In various stages our country was freed from the Germans. First the southern part of this country, afterwards the eastern and northern part and eventually, in the early days of May, the western part too.—Holland was free!!!—The battle was over. Our victorious allies were welcomed with shouts of relief and joy by enthusiastic crowds.

### IV. AFTER MAY 5, 1945

On the day of our liberation we took the step which had been planned in silence long before. We had grown accustomed to immediate action without caring much about statutory formalities. Thus, on May 6, we re-occupied our office in Vondelstreet, Amsterdam. Without much ado

we sent everybody away that had no business to be there. We informed our members by circular of the state of affairs, which was warmly welcomed. Because of the fact that our impoverished and ransacked country lacked everything, we could up to now publish only two numbers of our publication. More paper could not be placed at our disposal. But those two numbers were excellent. The Nederlandsch Onderwijzers Genootschap is in full reconstruction. With fresh courage and chastened by griefs and sufferings, it heads for the future in the second centenary of its existence. In many respects new ways have to be found, but the spirit is good. Freedom and respect for mankind are again prevailing in Holland. That we also have the interest of our many friends abroad, we know for certain. And this knowledge is of great moral support to us in all our difficulties. Let us hope that we may soon take up our contact with you all, which has of old been so fruitful for our fraternal friendship and the teaching and education of the youth in the civilized countries.

### Dumas' Visit Strengthens Friendly Relations

After spending a month in the United States at the invitation of the AFT, Louis Dumas, General Secretary of the International Federation of Teachers' Associations, and President of the French Teachers' Federation, is on his way back to France. During his stay here he addressed AFT meetings in Springfield, Toledo, Cincinnati, Mansfield, and Marion in Ohio; Kokomo, Ft. Wayne, Gary, Terre Haute, and Anderson in Indiana; and in New York, Chicago, Detroit, Philadelphia, Washington D.C., Baltimore, and Dubuque.

Since the limitations of time and geography made it impossible for Mr. Dumas to address all the groups wishing to hear him, the AMERICAN TEACHER will publish, in later issues, excerpts from some of his talks and letters.

Mr. Dumas had many a thrilling story to tell of the heroic part played by teachers in the resistance movement in France.

His visit has helped to strengthen the ties of friendship between our country and other countries in which there are free teachers' unions.

# Let Our People Live

BY STUART PALMER



They that have eaten the bread of a living wage  
And drunk from the cup of plenty through the war,  
Let them know no more the hunger marches, the apple-selling,  
The slow wasting of hope and energy and their children's bodies,  
The degradation and hunger of their own spirits.  
Let their sons come home as free men's sons  
To the better world they bled to build from the old  
Starvation, underprivilege and denials; nor may they know hereafter  
The injustice of a substandard wage, the threat  
That hangs forever over the toiler's head  
And that twin-evil cloud, unemployment and want.  
Let our people have their God-given rights  
To work through their days and years at a decent wage,  
To see their babes grow strong in the image of themselves  
Who sit at the table of abundance and tolerance and beauty  
And sing the new music of the free. Let our people live.



## AND LET THEM NOT FORGET THE PEOPLE IN OTHER LANDS



The healthy-looking children in the photograph on the left are well cared for now. But if they are to continue to receive good care, help will be needed for a long time. For their parents were deported or shot as hostages by the Germans. Here the children are shown awaiting their daily check-up at the clinic operated by the Foster Parents' Plan for War Children in France.



There is no joy in the faces of the Viennese children shown in the photograph on the right as they stand in line to receive soup and rolls. Since September 17 the four Allied Powers in Vienna have supplied one meal a day to all school children. Civilians take care of the kitchens, and military transport brings in supplies.

The millions of under-fed, poorly clad, and ill-housed children throughout Europe and Asia need our aid—as do their parents. See page 2 for a suggestion as to one way to help them.





"To my mind, a very young child is really of no nationality. A person achieves his nationalistic bent through education or propaganda, but he achieves it after he is beyond, let's say, the age of mere childhood. Therefore from that viewpoint, it would be better as I see it, to place before them an example of kindness and ordinary human feelings than to pretend that you can make the American, British, or French soldiers kick children around. That would be just impossible anyway."

—GENERAL DWIGHT D. EISENHOWER.



# It Happened in Wilmington

By HELEN LEVY, Local 762, Wilmington

**D**ELAWARE is a charming state. It has miles of paved roads, rich farm lands, good schools (relatively speaking), pretty towns, a prosperous city, and proud citizens. And every morning in the good schools, the teachers lead their pupils in the pledge of allegiance to the flag with its dramatic climax "liberty and justice for all."

Now in this state there is an organization which calls itself the Delaware State Education Association and welcomes to membership all teachers, principals, supervisors, special workers, and superintendents—provided these teachers, etc., are WHITE. Several years ago, the teachers in the prosperous city, disturbed by the incongruity of this constitutional provision, spearheaded a movement to erase the term WHITE from the constitution of the D.S.E.A. But year after year, the proposed amendment was defeated.

Came 1945. The annual convention of the D.S.E.A. was scheduled for October 18 and 19. All schools attended by white children in the state outside of Wilmington and all schools, both white and colored, in Wilmington were to be closed. Once more an amendment was to be introduced, an amendment slated for another defeat.

And now the Wilmington Federation of Teachers, Local 762, decided to move more decisively. On September 20, it sounded its clarion note. At a meeting of the Executive Board, a resolution was drawn up denouncing the discriminatory clause in the constitution of the D.S.E.A. One copy was sent to the president of the Association; another, to Dr. W. H. Lemmel, Superintendent of the Wilmington Public Schools, to inform him of our stand; a third went to the local press, which gave it wide publicity. But still we were fighting with mere words. Action was needed; but what kind of action?

The answer was offered late on the afternoon of Wednesday, October 10, by the president of the local, Mrs. Evelyn H. Dickey, at another meeting of the Executive Board. "Why not," asked Mrs. Dickey, "run an educational conference of our own and invite all teachers and interested citizens to attend? We still have a week before schools are closed for the convention."

The suggestion had at first the stultifying effect of a very small atomic bomb. But the paralysis lasted but a minute. "Why not?" we agreed.

Of course, we knew that a year of planning and work went into the preparation of the D.S.E.A. convention. But what of that? We had a whole week, didn't we? Down the stairs dashed Mrs. Dickey to see Dr. Lemmel about housing the conference; by 5 o'clock we had permission to use an accessible school building. All we now needed to do was plan a program, secure outstanding speakers, arrange for music and decorations, order a luncheon, secure transportation, contact our membership and the newspapers, and publicize what we were doing and why we were doing it.

Seventy-two hours later, the program of the first Education Conference of the Wilmington Federation of Teachers was drawn up; an impressive group of speakers had accepted invitations to assist us (every one of them insisted on contributing his services and paying his own expenses); a thousand invitations to citizens and community organizations were in the mail; and the first press release was on its way to the newspapers. All this was accomplished with the aid of the Wilmington Joint Labor Committee on Education consisting of representatives of the A. F. of L., the C. I. O., and the Railroad Brotherhood. Thanks to this committee, the facilities of labor offices in Wilmington, Philadelphia, Washington, New York, and Chicago were offered us and funds, if they were needed, were promised.

But much remained to be done. Labor continued to support us. On Tuesday night all seemed ready; we heaved sighs of satisfaction and relief. The newspapers were giving us magnificent publicity; we were assured of ample press coverage during the meetings; all our plans were materializing according to schedule. On Wednesday, things began to pop. At the shop where our programs were being printed, nobody knew anything about them. The father-in-law of the head printer had died suddenly and the printer had not been near his shop for two days. "But," said the printers (union men, all), "don't you worry. We'll have those programs ready in time if we have to stay until midnight." The

programs were ready. Then we learned that the "D" key on the school piano was broken. The piano dealers assured us that it was too late to send a piano, as the piano tuners and the piano movers had left for their day's rounds. But the tuners and the movers were union men. So Wednesday afternoon saw a fine, tuned grand piano on our stage. A comparison of our program with that of the D.S.E.A. program showed that the Mayor was scheduled at our meeting about five minutes after he was to be introduced at the D.S.E.A. A hurried consultation, and arrangements were completed to have a car pick him up at the door of the theater and rush him to our platform. Promptly at our scheduled time, the Hon. Thomas Herlihy, Jr., Mayor of Wilmington, approached our microphone and extended his greetings to the Federation.

At 9:00 A.M. Thursday, October 18, 1945, the first meeting was called to order. Sessions were held all day Thursday and Friday morning. For the first time in Delaware's history, white and Negro teachers, supported by representatives from a number of organizations in the community, sat side by side at an educational conference, and, later, ate lunch together and discussed the speakers of the day. And what a conference it was! The theme was "Education for a Free Society." Dr. Ernest Melby, Dean of the School of Education of New York University, spoke on "A Free Society Through Education." Dr. Roma Gans, Professor of Education, Teachers' College, Columbia University, discussed "Curricular Adjustments for a Free Society." Miss Charlotte Carr, Executive Director, Citizens' Committee for Children, New York City, talked on "Child Labor." "The Role of Government in Public Education" was explained by the Hon. Charles LaFollette, Indiana member of the House of Representatives. Mrs. Anna Arnold Hegeman, Director of F.E.P.C., discussed "The Teacher's Responsibilities for Participation in Government." A group of citizens representing local government, housing, press, recreation, social services, labor, church, parents, and pupils, presented a panel discussion on "The Schools and the Community." The keynote of the conference was given by the Rt. Rev. Arthur K. McKinstry, Bishop of the Episcopal Diocese of Delaware, in an impressive invocation; and the Rev. Thomas A. Lawless, Principal of Salesianum Catholic High School, pronounced the benediction. There was music by Miss Sarah A. Revelle,

a member of the Wilmington Federation of Teachers, whose beautiful soprano voice is well loved in this vicinity; Miss Mildred Mason, a local piano teacher of distinction; and Miss Gilda Leshem, a recent high school graduate, who has just been awarded the Olga Samaroff scholarship at the Philadelphia Conservatory of Music.

The Brandywine River continues to flow gently through the city; the trees in our parks and along our boulevards are again brilliant with red and yellow and orange. But to the Wilmington Federation of Teachers, Local 762, the Brandywine seems more smiling and the colors of the leaves more glorious since we made democracy a little more of a reality in Wilmington.

## G.I.s Study in Switzerland

**S**WITZERLAND has been asked by the American Military authorities in Europe to organize special courses at the Swiss universities for the benefit of members of the U.S. Armed Forces in Europe. This request has been gladly granted.

The courses will be available to about 2,500 Americans and will last between one and three months. They will afford an opportunity to the students to study cultural and intellectual life of pre-war Europe, since in Switzerland the ancient cultural heritage has remained untouched through the two great world wars.

The end of the war in Europe has caused an extraordinary influx of foreign students to Swiss universities. Several dozens of Turks, Bulgars, Poles, and Chinese who hitherto had been studying in other European colleges are now in Switzerland to continue their studies. The Federal Institute of Technology at Zurich alone anticipates an enrollment of more than one hundred Norwegians, many Dutchmen, Belgians and Italians. In addition the Swiss-American student exchange plan is expected to bring in again some American students.

Switzerland, with a population of 4,257,512, has seven universities—Zurich, Berne, Basle, Fribourg, Lausanne, Neuchâtel and Geneva—besides the Federal Institute of Technology at Zurich, the University of Commerce at St. Gall and a number of schools of academic rank, such as the Institut des Sciences de l'Education and the Institute for High International Studies, both in Geneva.



# High School Home Nursing Helps Solve The Doctor-Nurse Shortage

By **DOROTHY DEE**, *Public Information, Midwestern Area, American Red Cross*

**A**MERICA'S schools, which did yeoman service for the war effort in numerous and unsung ways, are now being asked to aid in the biggest single teaching assignment ever attempted by the American Red Cross, the training of thousands of high school students in home nursing. The same campaign aims to train an additional three million adult women in an all-out effort to alleviate a critical and continuing shortage of doctors and nurses. Designed to stimulate enrollment in home nursing classes, it has as its motto "A Home Nurse In Every Home."

The reason high school students must learn to give elementary nursing care at home is found in the nation-wide perspective of America's military and naval hospitals. In them are one million servicemen, requiring the best medical care obtainable. All other health needs must take second place to the needs of those million men, now being joined by thousands more returning from combat areas.

The resulting slack between civilian nursing needs and the American Hospital Association's estimate of a shortage of 90,000 nurse's aides and 65,000 registered nurses in civilian hospitals must be taken up if the overworked medical profession at home is to be able to carry its load. The Red Cross, in cooperation with the American Hospital Association and allied agencies, thinks that much can be done by enlarging home nursing's scope in the schools to the point where every American home has in it at least one person trained to recognize early symptoms of illness, to give basic nursing care at home and to follow intelligently the orders of physicians who now, as much as during the war, have no time to spare when making house calls to the sick and convalescent civilian.

Red Cross home nursing is not new to the country's school teachers and nurses. It has been offered in high schools since 1917, when a pamphlet entitled "Home Nursing, A Course for Schools," was introduced. Illustrative of the interest in it during the war period are figures available for the 12-month period ending last July, which show that in that time 59,573 students in high schools throughout the nation com-

pleted 3,583 home nursing classes. Nor was the interest of adults in the program any less. In the three-year period, 1941 through 1944, Red Cross nursing service issued 1,215,486 home nursing certificates outside the schools.

Impressive figure are encountered in comparing home nursing's status in the teaching schedule from the time it was first introduced in the schools 28 years ago. The course now is taught in 254 colleges, universities, teachers' and junior colleges, in addition to thousands of high schools. And, although emphasis has been placed upon recruiting adult women for the home nursing courses this fall, the high school and college programs are also being expanded.

New features of the school program being stressed this fall include a revised high school teaching guide, which will be available to instructors who have attended training conferences on its use. The guide is designed to aid the instructor to prepare her material on the demonstration and practice method followed in the "Six Lessons in Care of the Sick."

The popularity of the course in the schools is attested to by scores of unsolicited testimonials received by Red Cross chapters.

"The course is one of the 'pride and joys' of the Des Moines school administrators as well as the public," says Gertrude E. Cromwell, supervisor of health education and home nursing in the Iowa capital's schools. "Many of the doctors feel that Des Moines-educated young women are especially capable in the handling of their children when they have established homes of their own. There has been quite a little evidence that the course has been so effective as to reduce interest in the repeat course on the adult level."

Des Moines schools, although not giving academic credit for the home nursing course, require it of all girl students, who must, in addition, receive a passing grade just as in any other subject.

In Chicago during the period between June 30, 1944 and July 1, 1945 home nursing was taught in 20 out of 34 high schools, in 17 out of 34 suburban high schools, and in 13 out of 35 Catholic high schools. During this period 193 high school groups in the Chicago area and 19

college groups, making a total of 5,831 students, had the course, and this September 40 high schools enrolled for classes.

An interesting fact, known to Red Cross and verified by Chicago teachers' experiences is that many high school teachers thought they could teach home nursing without the assistance of a registered nurse. For the purpose of acquainting them with the work covered by the nurse instructor, the course was offered on the teacher level to cooperating instructors and others wishing to avail themselves of it. By the third lesson the teachers were of one belief. Not only could they not teach the techniques and procedures as the professional nurse did, but the leadership, ability and actual guidance of the nurse-instructor was held as an invaluable addition to character building and vocational guidance.

Home nursing is a required subject in the homemaking curriculum of the Milwaukee Vocational school and, according to Hattie Anderson, counselor in the Division of Nursing Education at the school, is also offered to adults at the evening school. So important does the school deem the program that when a class completes the course special exercises are held on the assembly program at which the graduates receive certificates and pins.

There is nothing new about the material that

will be presented by Red Cross nurse-instructors to the three million women about to be enrolled in home nursing courses. However, the methods of instructions, learned in teaching the accelerated six-lessons course in home nursing, as well as the method of presenting precise help for instructors, are new ventures in Red Cross home nursing. Although for many years an acceptable educational principle has been that "we learn by doing" and that telling alone is not enough, Red Cross has now fully incorporated this knowledge into a package that can be used in its entirety by the trained home nursing instructor.

Few homes in America have remained untouched by the war and, although the bright bunting of victory parades has been folded away, the health problems left in the wake of the conflict will be evident in those homes for years to come. War casualties discharged by hospitals will need the care that a home nurse, under a doctor's direction, can give. The birth rate is expected to rise sharply, as after all wars. Illness will be found in one out of ten homes, according to national studies, and, during seasonal peaks of illness, is one out of five homes.

Once again a segment of the teaching profession is being called upon to render national service, this time in a matter that concerns our deepest national interests.

## Student Exchange Program Expands

**I**N SPITE of wartime travel restrictions, the State Department points out that the student exchange program has grown tremendously during the war years, with a far greater expansion foreseen for the future. At the present time there are 5,000 Chinese students and trainees studying in this country; 3,000 Latin-American students and trainees; 200 Turkish students, and many from other countries. As an indication of how the program is growing, India plans to send at least 500 students a year to study in the United States, and over 400 students from Iran have already requested visa clearance for study here.

During 1945, the Department of State has awarded maintenance and travel grants to 285 Latin-American students as part of its cultural relations program. Drawn from all of the Latin-American republics—as many as 32 from one country—the students were placed in approximately 80 United States institutions for graduate

work or special training.

Over 80% of the 285 students received training in technical, science or applied science fields. The largest group, 13%, studied engineering; 8%, agriculture; 7%, education, and 6%, medicine. Other subjects in which students received training included pharmacy, law, literature, and veterinary science.

Private organizations and universities have been subsidizing student exchange programs since 1919, but it was not until 1940 that the United States Government, recognizing the great value of student exchange in stimulating international understanding, began to supplement the existing private programs. The Division of Cultural Cooperation of the State Department facilitates travel and entrance requirements; aids in orientation courses, and maintains a close liaison with students in this country. It serves, too, as a clearing house for private organizations and institutions.

## NEW BOOKS AND FILMS

### Education for Our Time

DESIGN FOR AMERICA, by Theodore Brameld. An Educational Exploration of the Future of Democracy, *Hinds, Hayden and Eldredge*, New York. 165 pp. 1945.

The "climate of opinion," like hats, dresses, and automobiles has changed greatly during the past thirty years. It would be hard to say which seems more remote and archaic, the "Tin Lizzie," the country roads over which it ran, and the hats and dresses of those who rode in it, or our ideas about women, children, labor, businessmen, politics, war economics, and "the business cycle" of thirty years ago.

It is to be expected that in an age of such profound and rapid technological development, public opinion would change accordingly. But it raises an interesting and important question: How did this change of opinion come about? To what extent did opinion-forming agencies such as schools, churches, and newspapers prepare the public for these changes as they took place, helping them to meet them intelligently, or have they rather echoed changes in opinion after events had made old opinion absurd? In other words have these agencies helped the public to anticipate the changed conditions of life and plan for them, or have they played a passive role or even beaten a sullen rear guard retreat reiterating old opinion, appealing to old conceptions and assumptions in an effort to stem the tides of change?

Obviously they have not been of one mind. Some schools, some churches, and some newspapers have tried to inform the public in terms of current needs, and some have resisted change. However the question remains, what has been the general effect of the role they have taken? This is an important question in these days of race hatreds, air war, endemic fascism, and atom cracking. It will be a poor time and a costly lesson to learn after the event, if we must wait until after an atomic war to find out how to organize our society for the atomic age. The question "How well do our schools, churches, and newspapers prepare us for events?" is now a tragically important question.

The answer to this question is too plain. We need only look at the record. We may not be blamed for not anticipating or understanding the first World War. It was too far away from our collective experience for us to be interested. The same cannot be said for the depression of the thirties. Intelligent observers were well aware of the dangers of our mushroom prosperity and tried to warn us. Yet for many months after the crash the press was still muttering "prosperity is just around the corner."

From 1920 on we were warned of the dire consequences of our economic and foreign policies. We were warned that Europe was heading for bankruptcy. Fascism was the pattern that bankruptcy took. We were warned of fascism, of its nature and its consequences for the whole world. Yet the press was hypnotized by the fact that Mussolini had drained some swamps and was run-

ning the trains on time, and that Hitler had solved the problem of unemployment. In the summer of 1941 we were told that Russia would crumble in six weeks, three months at the most.

Remember President Roosevelt's desperate effort to prepare us for the threatening war? Remember the attacks upon him for war mongering?

As badly as we have blundered in Europe, however, competent observers tell us that our opinions about the Far East are even more anachronistic.

But how much better are our opinions about domestic matters? Price control, wages, taxes, strikes, full employment, unemployment insurance; what informed leadership is the press or the schools offering us on these? Technology has made us one world. That world is bristling with trouble. We may not have a chance to muddle through another holocaust. We might be pardoned for being stupid away from home, but there is little evidence that we are much wiser at home. It is a desperately dark picture.

Our question seems to answer itself. Schools, churches, and press have tragically failed to inform public opinion, to equip it to meet the rapid changes technology thrusts upon us. It would seem that the effort of the press is concentrated upon echoing the unexamined and self-interested opinions of its advertisers, and that schools have been hypnotized by the quest for information, information about the past, the remote and the recondite, that they have been desperately afraid to interest themselves in the contemporary, much less the future. They might be controversial.

This may seem an excessively long introduction to a book. However, the volume here reviewed is concerned with an educational program that will inform *before* rather than *after* the event. The significance of its purpose is enormous, its method of attack very promising. Here is an educator who thinks schools should be interested in the future and should prepare young people to cope with it. It is an account of an experiment carried on in conjunction with the high school in Floodwood, Minnesota.

Fifty boys and girls and four staff members participated. They undertook to explore the question "What kind of society do we as young citizens want to build for tomorrow?" They spent two hours a day for a semester on this question. With the teachers' help the students planned their program and developed their methods of attack. They explored such areas as economics, politics, art, science, education, and human relations.

They asked, "What major changes, if any, are desirable in our economic system to assure security, stability, a high standard of living, and democratic participation in its operation?" They studied the proposals of Big Business, of the National Resources Planning Board, and of the Socialist Party, for our economic life in the postwar period.

They asked, "What changes, if any, are needed in the structure and machinery of American Government in



order to meet effectively the standard of democracy we set up as a group?" They studied the relations of politics and economics, the significance of civil liberties, states rights vs. federalism, and the idea of regionalism.

They studied art in its relations to city planning and architecture and in general explored the social role of the arts. They asked, "What role can science play in bringing about and fulfilling the democracy we want?" "What does science already know about reconstructing systems of transportation and communication, city planning, housing and other aspects of practical living?"

They studied the health deficiencies of the American people and considered various proposals for remedying them. They considered the idea of federal support of science, the scientist as a socially responsible citizen, scientific method and the operation of democracy, and the scientific possibility of abundance.

They studied education itself, examining various issues to determine what kind of education was essential to creating the kind of American democracy they desired. Finally they examined the field of human relations; racial, national, familial, and personal to see what changes were essential to their "Design for America."

Equally interesting with the issues considered, was the method. They formulated their ideals cooperatively. They tried to achieve agreement among themselves as to what they desired. They explored the facts, the existing conditions which were relevant to their desires, both as a check upon what was possible and as a platform for action. Finally they tried to develop a plan of action appropriate to the facts and to their desires. Throughout, there was continuous effort toward uncoerced agreement on ideals, facts, and programs of action.

Here we have discipline in the development of responsible, informed practical judgment and cooperative action. Here is not only a "Design for America" but a design for an education for our time. Whether schools can learn to develop such a discipline in time to avoid world catastrophe is open to question. However, I am convinced that if they do, it will be because they have learned the lesson of this little book.

I have but one criticism. It seems to me that the time allowed for such a study was altogether inadequate to secure results, or to be a valid test of the experiment. However, Brameld's criticism of the experiment in the last chapter goes far beyond anything I could say here. That chapter alone is worth many times the price of the book. It is a "must" for intelligent teachers and administrators.

GEORGE E. AXTELLE,  
Former AFT Vice-President.

## Books for Young Americans

Twenty-five children's books selected to help young people develop into "men and women of decent and enlightened personalities" make up the 1945-46 Reading For Democracy—Books For Young Americans list just published by the Chicago Round Table of the National Conference of Christians and Jews.

Dorothy Canfield Fisher introduces the book list with a foreword in which she stresses that "not one of our moral responsibilities is greater than to see that books of civilizing influence are read by children."

The 25 books selected are:

### FOR OLDER READERS

- "New Broome Experiment," Adam Allen
- "Haym Salomon, Son of Liberty," Howard Fast
- "All-American," John R. Tunis
- "The Moved-Outers," Florence Crannell Means
- "Dr. George Washington Carver," Shirley Graham and George D. Lipscomb
- "The Great Tradition," Marjorie Hill Allee
- "Men Are Brothers," Eva Taylor
- "Sinister Island Squadron," Frederick Nelson Litten
- "We have Tomorrow," Arna Bontemps
- "Keystone Kids," John R. Tunis
- "Lone Journey," Jeanette Eaton

### FOR INTERMEDIATE READERS

- "One God," Florence Mary Fitch
- "The Hundred Dresses," Eleanor Estes
- "Melindy's Medal," Georgene Faulkner and John Becker
- "The Singing Tree," Kate Seredy
- "Democracy," Ryllis and Omar Goslin
- "Told Under The Stars and Stripes," a collection of short stories
- "Sad-Faced Boy," Arna Bontemps
- "Blue Willow," Doris Gates
- "Key Corner," Eva Knox Evans

### FOR VERY YOUNG READERS

- "Fair Play," Munro Leaf
- "Tobe," Stella Gentry Sharpe
- "The Dragon Fish," Pearl S. Buck
- "My Happy Days," Jane Shackelford
- "This Is The World," Josephine von Dolzen Pease

Copies of the list, including brief comments describing each book, can be secured from the Chicago Round Table of the National Conference of Christians and Jews, 203 North Wabash Avenue, Chicago 1.

## Children's Stories on Records

The American Library Association has branched out into a new activity, of significance to libraries, schools, and parents. It is now distributing for its Division of Libraries for Children and Young People five records of children's stories told by Mrs. Gudrun Thorne-Thomsen. Those available are *Gudbrand-on-the-Hillside*, *Sleeping Beauty*, *Baldur*, and *Tales from the Volsunga Saga* (two records). These records, sold only in sets of five, at \$10 a set, can be obtained from the American Library Association, 520 N. Michigan Ave., Chicago 11, Illinois.

Teachers and librarians have long wanted to preserve in the simple storytelling form fine examples of stories and of the storyteller's art, and these five records are the first results of a project on which children's and school librarians have been working for several years. It is hoped that other records will follow. They are planned for schools, libraries, educational, radio, and home use.

Mrs. Gudrun Thorne-Thomsen is recognized as a writer as well as a master storyteller. These twelve-inch records enable her to do full justice to the stories selected for presentation and to preserve the flavor and the real essence of folk tale and myth.



A SCENE FROM  
"USING THE  
CLASSROOM  
FILM"

Immediately after projection of a classroom film pupils are eager to discuss what they have learned.

## New Film Demonstrates How to Use Classroom Films

USING THE CLASSROOM FILM is a new teacher-training sound motion picture photographed in cooperation with the Laboratory School of the University of Chicago. This 16mm. film was produced and is being distributed by Encyclopaedia Britannica Films Inc.

The film demonstrates an approved procedure for teaching with motion pictures which is based upon fifteen years of research and experimentation. The film used for demonstration in USING THE CLASSROOM FILM is "The Wheat Farmer"; the class is a seventh grade social studies group studying how the world is fed. In succeeding sequences the following episodes are shown:

1. The class discusses interests and problems which indicate that a motion picture would help.
2. The teacher, having in mind the needs of the class, prepares for the next day's lesson by previewing the film and studying the handbook which accompanies it.
3. Immediately prior to the screening, the purposes for seeing the film are clarified in the minds of the pupils.
4. "The Wheat Farmer" is shown.
5. Immediately thereafter the pupils discuss their understandings of questions previously outlined and plan further studies.

In a brief recapitulation sequence the essential steps in the recommended teaching procedure are reviewed for emphasis. The picture closes with a short sequence which indicates that further activities result from plans the children make after seeing the film. These plans suggest how integration with other subjects of the curriculum is achieved, how growth in learning skills and in critical thinking is fostered, and how creative effort is stimulated.

The picture is designed for teacher training courses; for teachers' meetings, conferences, institutes, and workshops; for supervisors and administrators; for extension department film libraries; for Parent-Teacher Association meetings.

The film may be rented for \$4 a day, plus transporta-

tion both ways. Or it may be purchased for \$85, with a 10% discount to educational institutions.

## What Teachers Should Know About Nutrition for Children

EVERYDAY NUTRITION FOR SCHOOL CHILDREN, by Dr. E. Neige Todhunter. *Extension Division of the University of Alabama.* 1945. 57 pages. 25c.

"To know what to eat and why is an essential part of the education of every child," begins this booklet by Dr. E. Neige Todhunter, Head of the Department of Foods and Nutrition at the University of Alabama. This is just what Dr. Todhunter believes; and the lunchroom managers who attended the summer training school at the University this past summer and had the opportunity of studying with Dr. Todhunter came away believing it too.

Dr. Todhunter is one of those very much alive, very convincing, very human, and practical persons who, when they believe in a cause, simply sweep others along with them. This characteristic is exemplified and proven in her booklet, *Everyday Nutrition for School Children*, which may be used as a guide in nutrition programs and in study groups of parents and teachers.

The booklet covers the following topics: Nutrition Objectives in Teaching; Planning the Nutrition Program; Judging Good Nutrition; What Is an Adequate Breakfast; An Adequate Lunch; The Basic Seven Food Groups; Some Everyday Nutrition Questions; Nutrition Makes a Difference; Activities and Teaching Suggestions; Evaluating the Nutrition Program; References for Teachers and Pupils.

Recent studies show that in the case of many children 40% of their daily food intake *must* come from the school lunch, because they eat so little at breakfast. The relation of physical well-being to learning is not debatable. As teachers, then, it behooves us to support our school lunch programs. Dr. Todhunter's booklet is a fine contribution to the subject and should be in the hands of every teacher of children.

MRS. ANNIE H. HAVENS, *President,*  
*Local 777, Mobile Federation of Teachers.*

# NEWS FROM THE LOCALS

## Detroit Local's Program Published In Local Labor Newspaper

**231** DETROIT, MICH.—An excellent statement of the program of the AFT local in Detroit was published in a recent issue of the *Detroit Labor News*. Irvine Kerrison, Publications Director for Local 231, prepared the statement for the labor newspaper. Here are some significant excerpts from Mr. Kerrison's article:

### Better Salaries

During the war years, because of better-paying jobs in other fields, many teachers left the profession. To attract such persons back to teaching, to remedy an acute teacher shortage, and to entice highest caliber college graduates, the Detroit Federation of Teachers is asking for a salary schedule of \$2,200-\$4,000.

### Promotion on Merit Basis

To ensure that only the best qualified people will be advanced to administrative positions, the union is requesting the Board of Education to institute and publish a merit system for promotion.

### Sabbatical Leave and Exchange Teaching

So that Detroit teachers may take full advantage of the broadening effects of travel and full-time graduate study, the Federation is inquiring into the possibilities of sabbatical leave with part pay. It also will urge the Board to accept a policy of exchange teaching so that Detroit teachers can temporarily trade jobs with teachers in other parts of this country and with teachers in other countries. World understanding, the union believes, can best be furthered by contact with other sections and nations.

### Lighter Teaching Load

In order to lessen the nervous strain to which teachers constantly are subjected, the union is strongly suggesting that sufficient relief periods be included in every teaching program, that every teacher be given a really free lunch period, and that a standard teaching load, with proper credit for coaching, publication work, and other extra-curricular activities, be established.

### Elimination of Mass Production Methods

The platoon system, a mass-production educational technique adopted by Detroit schools after World War I, should be abolished. No class should contain more than twenty-five pupils; otherwise, the individual instruction so sorely needed by all children cannot be given. Clinical services for children must be coordinated and expanded.

\* \* \*

In another issue of the same newspaper Mr. Kerrison discusses various proposals made by the Detroit local to eliminate some of the tension and nervous strain from the teaching day, and thus improve teaching efficiency.

The following excerpts from this article express what thousands of teachers, especially those in large city systems, have long felt concerning what Mr. Kerrison aptly calls "the merry-go-round."

### Relief from Lunchroom Duty

Custom in Detroit schools has long dictated that teachers must supervise students at lunch. The result has been that teachers, who need a break in the nervous strain to which they are subjected daily, are called upon in the middle of the day to see that boys and girls eat quietly and properly. In an atmosphere of clattering trays, banging chairs, and shrill gossip teachers must check the disposal of dirty dishes, milk bottles, and waste paper. They must see that groups of children enter and leave the lunchroom quietly and on time. They usually rush to the lunchroom after a class and rush from the lunchroom to another class. The middle of their work-day is anything but restful.

The teachers' union contends that work of this kind should be delegated to non-teaching personnel; restaurant workers' unions, it is sure, will agree. School lunchrooms, like all other eating places, should have an adequate number of employees whose duty it is to police and clean up tables and floor after each eating session.

### Smaller Classes

Proper class size, after much discussion still an issue, is a most pressing problem. Local 231 maintains that enough additional teachers must be hired to cut classes to a maximum of thirty pupils in the more "difficult" schools and to a maximum of twenty-five in the grade of every elementary school, where children learn to read. It realizes that the AFL standard of a uniform maximum of twenty-five students cannot be attained at this time due to the teacher and building shortage.

Actually, economy in school funds would result if all children could be given a thorough foundation in reading. Problems of discipline and teaching might be reduced to manageable proportions in underprivileged and tension areas if classes were smaller.

### Free Periods

Relief periods for teachers in elementary schools are almost purely theoretical; in many intermediate and high schools they are wholly inadequate. The teachers' union asks that enough additional teachers be employed to allow every teacher one period a day free from the classroom. Every worker needs some time daily to tie up the loose ends in his work.

One unscheduled half-hour a day for counseling students, preparing materials, or consulting with other teachers or the school administration could very well improve the average teachers' efficiency as much as fifty per cent. Certainly, it would improve his disposition to let him get off the merry-go-round at least thirty minutes a day.

Improved working conditions are a basic aim of the American trade union movement. Such conditions are long overdue in the teaching field.

### \$1200 ILLINOIS MINIMUM

After July 1, 1946, no teacher employed on a full-time basis in the state of Illinois may be paid at a rate of less than \$1,200 for the school year.



## Expanded Program for Adult Education Recommended by New York Local

**2** NEW YORK, N. Y. — This year for the first time the state of New York has made state financial aid available to adult education classes on a permanent basis, according to an article in the September-October issue of the *Guild Bulletin*. An appropriation has been made to plan for twenty-one technical institutes, eleven of which will be in New York City. A state school of labor relations has been opened at Cornell University.

New York City, however, has appropriated less than a million dollars for adult education for the current year, and of this sum more than \$700,000 is contributed by the state. No plan for reorganization and expansion has been announced, and after more than three years the Board has not yet found a director of adult education.

Last June, after careful study by its Adult Education Committee the Guild submitted to the Board of Education a comprehensive plan for an expanded adult education program. Among the most important

recommendations are: "Organization of an independent Division of Adult Education; the development of a full-time professional staff of supervisors and teachers of adults; the organization of short unit courses meeting one or two nights a week for a limited number of weeks; forums, panels, discussion groups in social and civic problems; special classes for veterans and young people returning to school; community institutes for trade union, consumer and other groups; use of visual and radio techniques. The plan calls for an annual appropriation for adult education of five million dollars, a figure which is entirely practicable under the new state aid system."

The Guild plans to implement its recommendations this year through meetings, the radio, and cooperation with other groups who have been working for an expanded program for adults. Of special significance will be a program of cooperation with local labor organizations, whose stake in adult education is vital.

## Single Salary Schedule and Increase Won by Peoria Teachers

**780** PEORIA, ILL.—On October 15 the Peoria Board of Education adopted a single salary schedule, removing the differential between single teachers and married men teachers. Every teacher not getting an increase by this measure will receive a one-hundred-dollar increase and both this and the preceding measure were made retroactive to September, 1945. Maximums for teachers were raised one hundred dollars effective September 1946.

It is generally conceded that the Peoria Federation of Teachers was instrumental in winning this new schedule. For three years the local AFT, headed by Mrs. Edna K. Weers, has conducted a campaign for the single salary schedule. Assisting Mrs. Weers on the salary committee were Miss Avice Perdew, Mr. Henry Rauch, Miss Cora Brauer and Mr. Ralph Marty.

It is possible that the Peoria Federation of Teachers may show a marked increase in membership next semester as a result of some motions

passed recently at a committee meeting of the Peoria Board of Education. One motion, introduced by Board member L. Ross Johnson, provided that the superintendents, principals, and other administrative officers should not be permitted to use their position to influence or coerce any employee of the Board to join or not to join any organization.

According to an article in the *Labor Temple News* of September 14, "it is understood that there are a number of schools in Peoria in which the AFT union has no representation. Explanation for this was that the principals in these particular schools had voiced their disapproval of the union" and had influenced teachers against joining.

Another resolution introduced by Mr. Johnson and passed by the committee authorizes the teachers' union to use the meeting rooms in a Board of Education building just as other teachers' organizations do. Previously the administration of the rooms had been in the hands of one teachers' organization.



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## \$200 Salary Adjustment For Hamtramck Teachers

**231** HAMTRAMCK, MICH.—A \$200 cost-of-living salary adjustment was recently granted to the teachers of Hamtramck. The four school trustees who led the fight for the increase gave evidence of unusual courage in stating that in order to meet the anticipated expenditures of the school district, which include many things besides salaries, the school tax would have to be raised.

In reporting the salary increase the *Detroit Labor News* made the following statement:

"For the past several years the school district of Hamtramck has found itself in continual financial confusion due to lack of funds, because most School Board members considered it political hari-kari to even mention a raise in the tax-rate.

"The concrete evidence that the Hamtramck Board of Education now has members who are thinking in terms of the welfare of public education is heartening to Federation teachers who pioneered in the battle for reform in the Hamtramck Public Schools.

"Eighty per cent of Hamtramck teachers are members of the Hamtramck Chapter of Local 231, AFT, AFL."

## Toledo Education Conference Arouses Favorable Comment

**250** TOLEDO, O.—The success of the recent Education Conference sponsored by the Toledo local can be judged by the fact that scores of complimentary messages reached the office of the local shortly after the conference.

The first session, which took place on Friday evening, October 5, dealt with international relations. The speakers included Charles Brewer, North American Director of the British Broadcasting Corporation, and Jacques W. Walch, of the French Press and Information Service.

AFT President Joseph Landis opened the Saturday morning session with an address, after which he introduced the chairmen of the various panel discussions which followed. The topics for these panels and the participants were as follows:

1. *Can We Rebuild Toledo for Better Living, Work and Play?* Chairman, Marjorie Hamilton. Discussants: Frank Sohn and Eugene Shenefeld, of Toledo, and Dr. J.

Martin Klotsche, of Milwaukee. As part of the program for this group a film entitled "The City of the Future" was shown.

2. *The Place of Radio and Visual Education in Reconstruction.* Chairman, Harry D. Lamb. Discussants: I. Keith Tyler, Norman Woelfel, and Robert W. Wagner, all from Ohio State University.

3. *Adult Education.* Chairman, Arthur J. MacLean. Discussants: G. Harrison Orians, of Toledo University, Davis Martin, of the Toledo Artists Club, and AFT Secretary-Treasurer Irvin Kuenzli.

4. *Postwar Youth.* Chairman, Russell Brown. Discussants: Senator Virgil Cramer, Edward Bodette, of Toledo, and AFT Washington Representative Selma Borchardt.

The conference terminated with a luncheon meeting at which Dr. J. Martin Klotsche, Dean of Education at Milwaukee State Teachers College, spoke on "Educating for One World."

## Davenport Local Reports Progress

**818** DAVENPORT, IA. — The Executive Board of the Davenport Federation of Teachers met with the Board of Education a few months ago to discuss a 15-point program formulated by the local. The school board displayed a friendly attitude and was unanimous in its agreement to cooperate with the AFT local in promoting a sound educational program for Davenport.

Growth in the membership of Local 818 since its organization last January has been highly gratifying. The local expects to negotiate agreements for the Davenport teachers directly with the Board of Education within the near future.

When AFT President Joseph Landis spoke to the members of the local on October 18, permission was given to hold the meeting in the auditorium of one of Davenport's finest schools. According to the rules of the Board all officially organized groups of school employees may use the school buildings for their meetings.

## Minneapolis Women Submit Report On How to Improve Quality of Teaching

**59** MINNEAPOLIS, MINN.—The educational policies committee of the Minneapolis Women's Federation of Teachers recently submitted a report containing recommendations on how to improve the quality of teaching.

In the introductory statement the report stated that "any educational program that is to be dynamic, that is to relate itself effectively to the real life of the children, must provide for the continuing growth of the teachers of these children—growth in perception, growth in personal interests, in understanding of the world and its problems, widening of personal horizons, as well as growth in professional efficiency and acumen.

"But growth does not 'just happen.' Definite forethought must be taken, plans must be made and brought to fruition if growth is to take place."

The committee devoted its main effort to:

1—Formulating a set of standards for entrance into the profession of teaching.

2—Evolving a policy for in-service growth of the teacher and for the recognition of his abilities and con-

tributions.

3—Suggesting a plan for broadening the base of real responsibility, so that teachers may have a fair share in establishing their teaching environment and the educational environment in which the child is to do his learning.

Ten qualifications for appointment to the teaching staff of the Minneapolis Public Schools were listed.

**IN-SERVICE TRAINING OF TEACHERS:** The committee stated its belief that the success of an in-service training program depends upon competent and responsible leadership and a clear understanding of the difference in function between the various branches of the administration. To this end the committee suggested a definite distribution of responsibilities in relation to the continued growth of teachers.

*The responsibilities of the central office:*

1—To secure a high-calibered personnel who have the capacity for continued development.

2—To set a high-professional tone which will inspire teachers to seek professional advancement.

3—To set up a professional program which will enlist the active

support of the whole teaching system.

4—To win the support of the public for improved standards in education, and build up such respect for the profession as will attract those of superior qualifications to it.

5—To delegate and fix professional responsibility.

*The responsibilities of the principal:*

1—To create within his school an atmosphere conducive to intellectual growth.

2—To sensitize teachers to a need for self-improvement.

3—To maintain a high morale within his building such as will inspire cooperative planning.

4—To mobilize resources that make for improved teaching.

5—To provide for new learning experiences among his staff.

6—To administer the building efficiently and justly.

*The responsibilities of the supervisors:* (The committee recommends that the terms consultant, coordinator, special teacher, etc., be used instead of the term supervisor.)

1—To give experienced aid to new teachers.

2—To suggest solutions to special

teaching problems.

3—To suggest in special fields goals to be attained and standards to be maintained.

4—To provide testing materials and to help teachers interpret results.

5—To set up and direct problems of research and to publicize results.

6—To help keep teachers informed about new materials.

7—To provide demonstration lessons where such would be helpful.

8—To coordinate the work of different schools within their special fields.

9—To capitalize on the opportunities offered by the community for special projects within their fields.

The committee recommended the setting up of a definite plan of in-service training for a definite period of time. For such a plan it suggested the following:

*General policies to be adopted:*

1—Cooperative planning.

2—Competent leadership.

3—A unified and integrated educational program.

4—Formal induction of new teachers into the system.

5—Committee work to be done within the teaching day. Substitutes to be paid for by Board of Education.

6—All subject matter fields represented on supervisory staff.

7—A public-relation policy which will keep parents adequately informed.

8—Cooperation with University of Minnesota.

9—Adequate recognition of outstanding work and encouragement of individual initiative.

*Specific resources suggested:*

1—Workshops which carry credit.

2—Demonstration lessons, including the filming of them.

3—A plan for cooperative teaching.

4—Planned institutes centering around particular problems.

5—Publication of useful materials.

6—Setting up special broadcasts for teachers.

**BROADENING THE BASE OF RESPONSIBILITY:** The committee expressed the belief that "teachers, like pupils, learn best by doing, and that professional growth is dependent upon a large-scale delegation of small responsibilities." To this end it made the following recommendations:

1—That teachers qualified and interested be encouraged to participate actively in community movements, and that such participation be regarded as educational experience.

2—That there be teacher representation on all committees dealing with curriculum, textbooks, tests, or policies affecting their work.

3—That every building have standing committees on educational policy, community coordination, professional advancement, assemblies, and building routine, that such committees be given full responsibility for the successful carrying out of their function.

4—That department heads and specialists in curricular fields be allowed to function under the principle of delegated responsibility.

5—That the position of home-room adviser be elevated into one of real responsibility for discipline and guidance, and to this end:

a—the number of students in each group be small.

b—adequate time be set aside for home-room activities.

c—materials for competent guidance be available.

d—courses in guidance be a part of teacher-training.

6—That school counselor coordinate the guidance program in each building.

7—That when additional responsibilities become heavy, they be regarded as the equivalent of a class.

## Pueblo Local Sponsors Unity Council

**567** PUEBLO, COLO. — Local 567 of Pueblo, Colorado, feels that one of the most constructive programs sponsored by the group is that of the Pueblo Unity Council. The formation of the council grew out of a recognition of the urgent necessity of racial understanding in the promotion of peaceful relations among the mixed groups composing the society of an industrial city, such as Pueblo. Members also felt the racial problem would be intensified by the return of veterans, who had ably served their country, and who would tolerate no discrimination in securing re-employment.

Organization of the council was undertaken after many small groups had met with various AFT members, in a friendly atmosphere, where they were encouraged to express themselves freely upon their many problems. It was, indeed, a revelation to learn of the existing prejudices and discriminations against minority groups. We found that there are very few places in Pueblo where a respectable Negro citizen can be served food. If he attends a movie, he must sit in the gallery.

This fact naturally causes resentment.

In recognition of the value of the committee's work, we received a scholarship from the Denver office of The National Conference of Christians and Jews, providing funds for eight people to attend the Intercultural Workshop at Denver University. The group receiving the scholarship funds included three Negroes, one Mexican, and two Jews. Two of the eight were AFT members. They brought back enthusiastic reports and information which aided in choosing leaders.

The time seemed favorable for forming the Council. It was organized with a representative from each racial and ethnic group, so that each group might feel itself an integral part of the movement.

During the following meetings, aims and objectives of a council were formulated, and a constitution patterned roughly after that of the Denver Unity Council was adopted. Letters were sent to all organized civic groups, explaining the work and asking their cooperation. Forty-five groups responded by send-

ing official delegates to the meetings. The Council is now on a firm basis with officers and working committees. It will function as an independent civic group.

In order to further acquaint the public with our aims, a dinner attended by one hundred fifty persons from all racial and ethnic groups was held at the Vail Hotel. The Rt. Rev. Paul Roberts of St. John's Episcopal Church of Denver was the speaker, and made a most impressive talk. He is the head of the Denver Unity Council.

The second event of the educational program of the Council was an inspiring address by Ethel Alpenfels, anthropologist, from Chicago. This meeting was attended by a cosmopolitan group of five hundred persons. A lively discussion during which Miss Alpenfels answered questions, followed.

Local AFT members feel it is only by such organization and cooperative effort that an understanding of minority groups will be reached and world peace, beginning at home, will be promoted.

LILLIE ROONEY.



## Intercultural Education Program Planned for Newark, New Jersey

**481** NEWARK, N. J.—A well-defined program of intercultural education designed for both elementary and secondary schools was presented recently to a group of leading citizens of Newark. Superintendent of Schools John Herron presented the program at a meeting attended by representatives of various educational, religious, and labor groups. Among those present was Charles Allen, president of the Newark Teachers Union.

The meeting was reported in the October issue of the *New Jersey Teacher*, from which the following excerpts are taken:

Complete approval of the statement of principles was voiced by all present, but stress was laid upon the necessity of implementing the program by proper selection of teachers and aid from the home and the community at large. The positive nature of the program and the fact that it did not create a new course of study, but built upon the curriculum already in effect in the Newark school

system won commendation from the meeting. The need, moreover, of spending money for community schools so that this program could influence adults, as well as children, was stressed by the superintendent and concurred in by board members present.

In addition to asking discussion of the statement of principles, Dr. Herron announced as part of the program of good will and understanding a sportsmanship program for students of the Newark schools which will make use of mass meetings and of appeals by prominent figures and local sports writers.

This program will also involve school football teams, coaches, cheerleaders, band leaders, and school officials. The plan is to eliminate the instances of racial and religious friction evident at recent school sports events. The entire sportsmanship program is under the immediate direction of Michael McGreal, assistant superintendent in charge of secondary schools.

## East Orange Adopts Single Salary Schedule

**790** EAST ORANGE, N. J.—A single salary schedule was put into effect in September by the East Orange Board of Education.

The new schedule provides a maximum of \$3,200 for teachers with less than four years of training; a scale of \$1,700 to \$4,000 for teachers with four years of preparation; \$1,800 to \$4,400 for five years or over.

Teachers with less than four years of college training, who may find themselves adversely affected by the new guide, have the option of remaining on the former schedule. Board President Mercer said that the new guide is not contractual, but may be changed at any time the board deems it necessary or advisable.

The board also adopted a resolution to provide cost-of-living bonuses of \$125 for full-time employees and \$62.50 for part-time employees. The bonus would cover the period from January to June, 1946. Pay for summer school teachers was raised from \$225 to \$250 in another action of the board.

## Cut in School Costs Proposed by Taxpayers

**833** WEST NEW YORK, N.J.—Edgar Dransfield, president of the West New York Federation of Teachers, AFT Local 833, censured the local Taxpayers' Association for its proposals to cut school costs, release a number of teachers, and eliminate certain high school subjects.

"The members of the Board of Education are fair enough," said Mr. Dransfield, "but they are subjected to continual pressure from this Taxpayers' Association, composed of 25 people, many of them . . . more interested in their pocket-books than in education. They have not only opposed increases of teachers' salaries, but even wanted to drop 25 teachers by increasing the size of classes so much that the children would suffer. They want to cut out school libraries, free textbooks, and the teaching of history.

"There is a similar element in almost every city in this country, bent on crippling education of children in order to save a few dollars of taxes."

The Central Labor Union of Hudson County supported Mr. Dransfield's statement with a resolution to the Board condemning the Taxpayers' Association proposals.

## Revised Salary Schedule Obtained For Teachers in Waukegan, Illinois

**504** WAUKEGAN, ILL.—A revised salary schedule for teachers in the Waukegan Township Secondary Schools went into effect for all contracts issued for the 1945-46 school year. The AFT local sponsored the investigation and started negotiating for the original schedule in 1939.

The Teachers' Welfare Committee, composed of seven members elected from the teachers at large, included the following five members of Local

504: Orlin D. Trapp, chairman, Eleanor Moore, David Fields, Leo Singer, and G. A. Waldorf.

In the schedule printed below "Class I" includes teachers with an A.B. degree and 0 to 16 semester hours of additional graduate work; "Class II" includes those with an A.B. degree and 16 to 30 semester hours of additional graduate work; "Class III" includes those with an M.A. degree.

YRS. EXP.	I	II	III
0	\$1700	\$1800	\$1900
1	1800	1900	2000
2	1900	2000	2100
3	2000	2100	2200
4	2100	2200	2300
5	2200	2300	2400
6	2300	2400	2500
7	2400	2500	2600
8	2500	2600	2700
9	2600	2700	2800
10	2700	2800	2900
11	2800	2900	3000
12		3000	3100
13		3100	3200
14			3300
15			3400

## Can Wages Be Increased Without Raising Prices?

In answering this question the following facts should be taken into consideration:

1. In most industries labor costs constitute only a relatively small part of the total value of the product manufactured. *Labor's Monthly Survey*, published by the AFL, gives 16% as the average percentage of wage costs in manufacturing. This means that in an industry in which labor costs constitute 16% of the total value of the products, a 15% increase in wages would result in an increase of only 2.4% (15% of 16%) in the production cost. This 2.4% increase could usually be absorbed by increasing productivity or by decreasing profits, which have risen to unprecedented heights in recent years. Thus it would not be necessary to increase prices to the consumer.

The following table, published in *Labor's Monthly Survey*, lists the percentage of total production costs which labor costs constitute in various industries:

### WAGES AS A PERCENTAGE OF VALUE OF PRODUCTS\*

All manufacturing total.....	16.6%
Tobacco manufacturers .....	5.2%
Products of petroleum and coal.....	5.9%
Food and kindred products.....	8.6%
Chemicals and allied products.....	9.5%
Nonferrous metals and their products.....	11.6%
Paper and allied products.....	15.3%
Automobiles and automobile equipment.....	16.0%
Rubber products .....	17.9%
Printing, publishing and allied industries.....	19.1%
Electrical machinery.....	19.4%
Apparel and other finished products made from fabrics and similar materials.....	19.7%
Iron and steel and their products, except machinery .....	19.9%
Leather and leather products.....	21.2%
Furniture and finished lumber products.....	21.7%
Miscellaneous industries .....	22.2%
Stone, clay, and glass products.....	22.9%
Machinery (except electrical).....	23.0%
Textile-mill products and other fibre manufactures .....	23.1%
Transportation equipment except automobiles...	27.1%
Lumber and timber basic products.....	27.7%

\*Source: Census of Manufacturers, 1939. This is the latest census taken. Developments from 1939 to 1945 would make no significant change in these figures.

2. During the war industry's profits soared while wage rates remained frozen. Forecasts for 1945 show that despite reconversion difficulties profits will probably remain well above prewar levels. It would be possible, therefore, for many industries to increase wages without raising prices and still make a good profit.

In testifying before a Senate sub-committee studying proposed legislation to raise the minimum wages of all

workers in interstate commerce from the present 40 cents an hour to 65 cents, Chester Bowles, price administrator, said that "there need be no hesitation on any one's part because of the price consequences of this legislation."

He presented figures to show that a \$14,000,000 rise in the tobacco industry payroll, needed to lift to the wage floor the 58 per cent of the workers in that industry now getting less than 65 cents an hour, would mean about one-tenth of a cent per pack of cigarettes—if the entire increase were taken out of cigarettes alone. He pointed out, however, that the industry's profits in 1944 amounted to \$154,000,000.

Introduction of a 65-cent minimum in the lumber and timber industry—where 54 percent of the workers get less than that amount—would increase payrolls by \$67,000,000. Such an increase amounts to 43 percent of the industry's 1944 profits, Mr. Bowles admitted, but even this cut in profits would leave the industry 690 percent (before taxes) above prewar levels, and would yield a return of 10 percent on net worth—seven times the prewar average.

3. The repeal of the excess-profits tax will add considerably to the profits of many of our most important industries. In many cases this factor alone would make possible a 10% increase in wages without decreasing profits.

### Bright Spots

Monsanto Chemical Company acceded to the wage demands of the Chemical Workers Union, Local 16 (AFL) and granted 1300 employees a 30% increase in pay. There was no strike.

\* \* \*

The International Association of Machinists concluded wage agreements with the Eastern Air Lines (Captain Eddie Rickenbacker, president) and the United Air Lines for a 40-hour week at 48 hours pay. Again no strike.

\* \* \*

The American Veterans of World War II at their Chicago Convention defeated a resolution in opposition to the closed shop by a vote of 149 to 1.

\* \* \*

### British Labor War Memorial

The British Trade Union Congress has voted an additional half-penny per member per year for the purpose of establishing a war memorial for the trade unionists who died in the service of their country. It is planned to erect a building that will be an administrative and cultural center for Britain's T.U.C. A program of training and education of young trade unionists for full time union service will be instituted. A capital sum of over \$1,250,000 is being made available for construction of the Memorial Hall. About \$40,000 a year will be realized for maintenance from the added "memorial" tax.

## AFL Policies

At the last quarterly meeting of the Executive Council, held in Cincinnati, important decisions were made and declarations of policy were formulated.

The Council called upon the U. S. Congress to restore personal income tax exemptions to their pre-war level of \$2,000 for a married person or head of family; \$1,000 for single persons; and \$500 for each dependent. It urged lower income tax rates for workers "to release a huge flow of purchasing power which is needed to sustain full production and full employment." It opposed reduction of so called "luxury taxes" at this time.

The Council pledged full support to the efforts of all affiliated unions to obtain wage increases. It charged that while wages were frozen, profits were permitted to rise and a new "crop of war millionaires" had been created. Conviction was expressed that industry can afford wage boosts of 20 to 30 per cent without increasing costs.

"Instead of interfering with reconversion, labor's demand for wage increases—and their early realization—is the best possible assurance of sound and lasting prosperity in the postwar period. Purchasing power is an absolute essential to our mass production economy. We proved during the war that we have the resources, the machinery and the man power to produce enough to raise living standards above levels heretofore believed possible. Our problem today is to distribute purchasing power so that all the people may receive the benefits of our productive genius. The key to that problem is higher wages."

Notice was served that the "no strike" pledge, in force during the war, will not be renewed.

The Council reindorsed the pending Wagner Postwar Housing Bill; the "Full Employment" Bill; the Kilgore \$25-a-week-maximum Unemployment Compensation Bill; and the 65c-an-hour Minimum Wage Bill.

Strong support was voiced for an American foreign policy "which seeks to make the Four Freedoms a world wide reality." "Denial of democratic self-government to the nations liberated by Allied victory is dangerous to world freedom and world peace," the Executive Council declared. It further stated that "Soviet Russia's attempts to dominate postwar Europe and Asia are dangerous to world freedom."

An appeal was sent to the British Labor Government to comply with President Truman's request to permit

entry of 100,000 Jewish European survivors to Palestine. "The American Federation of Labor, which has always supported the cause of a Jewish national homeland in Palestine, calls upon Great Britain now in the name of friendship and justice to redeem its pledge to the Jews."

David Dubinsky, president of the International Ladies Garment Workers Union, was elected unanimously thirteenth vice-president of the American Federation of Labor. He was also named to serve as one of the eight AFL delegates to the Labor Industry Conference in Washington.

George Meany, Secretary-Treasurer, reported that the average membership of the AFL for the fiscal year ending Aug. 31, 1945 had reached the all time high of 6,938,000.

## Union Milestones

The International Ladies Garment Workers Union has applied to the Federal Communications Commission for licenses to operate frequency modulation (FM) radio stations in New York, Boston, Philadelphia and Chattanooga. The ILG has set aside more than a half million dollars to launch the venture.

"The ILG-sponsored stations," stated Fred F. Umbey, executive secretary of the Union, "are not to be maintained through union subsidies. They will sell time to an extent that will make them self-sustaining. From that point on, however, they will cease to be profit-making enterprises and will devote most of their time to social, cultural, and spiritual programs."

The ILG has purchased the huge 26-story building on Seventh Ave. in New York, to convert into a Union Health Center. The health service which was started by the Union in 1913 has grown to a total of 21 clinics treating over 125,000 annually. Recent contracts with employers in New York have created new funds for health based on industry contributions of weekly payroll percentages. Practically all of the 160,000 ILG members in the area are thus covered.

## Cooperatives on the March

Representatives of cooperative organizations in fourteen countries met in London on September 10-12 for the first International Cooperative Conference since 1940. The meeting was convened by the International Cooperative Alliance, which was founded fifty years ago. It numbers 75,000,000 members in thirty-nine nations.

Murray D. Lincoln, president of the Cooperative League of the U.S.A.,

and Howard A. Cowden, vice president of the League, were the American representatives.

The Cooperative movement has grown phenomenally during the war years. The Cooperative News of Manchester, England, reports that "the British Cooperative movement has now attained a numerical strength which includes half the families of the country." In 1944, total membership of retail cooperatives reached 9,225,240, a net increase for the year of 143,022. Seven local co-ops have more than 100,000 members each. The London Cooperative Society leads the list with 832,670 members. The volume of business of the retail cooperatives totaled over \$1,400,000,000.

In the United States, Consumers Cooperation is making steady progress. It is still chiefly rural. Over four million farmers own and operate 10,300 cooperatives. The combined business of these cooperative marketing and purchasing organizations exceeded five billion dollars last year.

There are about six hundred service cooperatives furnishing 400,000 Americans with housing, medical and hospital care, cold storage facilities, recreation, printing and other services. One million farm homes are supplied electric light and power by 850 cooperative rural electric associations. Three million Americans secure financial aid from 10,000 credit unions.

During the war period, co-ops in the U.S. built or purchased fifty-two mills, factories and refineries. They acquired 400 oil wells, 100,000 acres of undeveloped oil leases and 1,400 miles of pipelines.

Education is a basic task of all cooperatives. Tens of thousands of study groups meet periodically to study and discuss economic and social problems. Cooperative publications now reach millions of homes. Films and radio programs are used extensively.

In September, over 150 delegates representing 22 Co-ops and 60 unions of the Middle West attended a Cooperative and Labor Conference at Racine, Wis. One of the resolutions adopted urged better understanding within the two movements and declared that "economic conditions are such that only through the Cooperative movement can labor, agriculture and industry find the remedy to solve many of our economic ills."

At its last convention, the American Federation of Labor established a Department of Cooperation to aid and promote cooperatives in America.



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*... the presents arrive from the folks at home*

Faces light up, spirits lift and hearts beat faster. Santa arrives with the gifts from home. What a time to celebrate! No wonder *Merry Christmas* and *Have a Coke* are heard from all hands. Words that speak of good cheer, of friendliness, of home. Good things get around in this world, and Coca-Cola is one of them—a symbol of American ways and home customs.



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